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ABSTRACT

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Art, health and physical development, language arts, music, number relationships, science, social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has four major sections: programs, administration, program evaluation, and bibliographies. Goals and activities are presented in tabular form. The guide is mimeographed on loose sheets with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives for each subject are presented, followed by a detailed listing of activities related to these objectives. INSTRUCTIONAL MATERIALS: The materials required are described in each activity, and full lists of materials are provided in the section on administration. STUDENT ASSESSMENT: Detailed instructions for reporting to parents are provided. OPTIONS: This is a first draft of the guide and teachers are asked to suggest changes, additions, corrections, and/or deletions. (MBM)

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# Kindergarten Guidebook

## Brevard County, Florida

## 1970

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EDUCATION & WELFARE
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TO: Kindergarten Teachers

FROM: R. D. Weizenecker

RE: KINDERGARTEN GUIDEBOOK - USE OF

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The following pages comprise the rough draft of the first Brevard County Kindergarten Guidebook. It represents the work of a committee during this past summer.

It is requested that you use this guidebook to help you plan during the coming year. As you utilize the book, it is recommended that you make notes concerning the use of the material (i.e. changes, additions, corrections and/or deletions).

The book has been presented in loose-leaf form so that you can insert extra pages where you need them.

Throughout the year, there will be various opportunities to share your opinions and discuss your contributions to the guidebook. You will be notified when the time and place has been arranged.

## FOREWORD

The 1968 Florida State Legislature provided funds to begin a statewide kindergarten program. In January, 1969, Brevard County matched state funds and initiated a kindergarten program with twelve units. In the fall of 1969, the kindergarten program had expanded to twenty-six units. By 1970, the program included a kindergarten unit in nearly every elementary school in the county.

The program started without a guide and the teachers indicated a need for co-ordination of purpose and methods of instruction. Therefore, a committee was authorized to recommend a method to fulfill this need. This guide is the result of their recommendation and the work of a committee of educators during the summer of 1970.

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## Use of the Guide

This guide is presented to establish a base from which teachers will be free to move in the direction of their choice: it is not a mandatory or finite course of study. It is our hope that the ideas, resources, experiences and materials contained herein will inspire teachers, beginning and more experienced, to strive for continuing effort and excellence in the kindergarten classroom.

## ACKNOWLEDGMENTS


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## INTRODUCTION

All persons who guide the development of young children need an understanding of the child, his world and the forces which influence him. The child's individuality is molded by the pressures and changes in his society; his development is also influenced by those around him -- his parents, his peers, his siblings and other adults. The teacher of young children recognizes the uniqueness of each child and plans for his growth.

> "In every corner of the earth, children are growing and each is fulfilling a design for growth peculiar to himself."[1]

It is no small chore, then, to use child development research data about the five year old as guidelines for planning sound educational programs.

Rather than simply following human development, an effective kindergarten program supports maturation.[2] A good kindergarten program achieves the following goals:

1. Socialization
2. School readiness
3. Motivational systems
4. Learning skills
5. Language skills
6. Self-expression.[3]

Kindergarten is an integral part of the child's elementary program. It is the beginning of his school career. The goals of kindergarten are common educational goals but kindergarten emphasizes them more than later programs.

Many research studies have revealed a high level of receptivity and "seeking tendencies" in the kindergarten age child as compared with other children. It has also been shown that the five-year-old exhibits a freedom and creativity, unhampered by tradition or repeated inhibiting experiences, which renders him especially ready to see, hear, taste and feel as many new things as can be provided.[4] Therefore, there should be no set curricula or courses of study which would structure this orientation year in the way upper grades are structured.[5] The word kindergarten somewhat separates the unit from the rest of the school, but is also protects it from some of the pressures frequently found in other units of the school system and thus frees the teacher to meet the needs of the children.[6]

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1.

2. Frazier, Alexander, Early Childhood Education Today, NEA: Washington,D.C., 1968, p.5.

3. Ibid., p.6.

4. Fuller, Elizabeth Mechem, What Research Says to the Teacher: About the Kindergarten, NEA: Washington,D.C., 1961, p.6.

5. Ibid., p.7.

6. Headley, Neith, The Kindergarten: Its Place in the Program of Education, The Center for Applied Research in Education, Inc.: New York, 1965, p.14.

## ART

Art is to the child a means of communication. Like language and music, it helps him express how he feels. Every child possesses some innate creative potentiality, but he does not possess innately the skills necessary to express himself creatively. These skills must be learned. "Just as verbal skills come from practicing with the vocal apparatus, creative skills come with practicing motor and sensory abilities as the child investigates his environment."[1]

"The kindergarten program provides opportunities for the child to work out designs with crayons and paints, mold with clay, work with wood, build with blocks, experiment with color, manipulate with toys, and interpret and enjoy the work of others."[2] Through art the child clarifies and integrates his continually emerging concepts. Art experiences correlate with and enrich other areas of the curriculum.

The young child's first experiences with art media are dominated by the need for manipulation and discovery. His first products are incidental and usually not intended to communicate ideas to others. Early artistic expressions will reflect what he "actively knows", rather than what is really around him. Features which are of particular interest to him will be exaggerated and realistic reproduction of colors will be altered by his imagination. However, as the child's concepts grow and his motor coordinations develops, "he becomes interested in technique and capable of learning it." He is interested in what others think of his work and "will accept and profit by constructive criticism."[3]

The teacher who is sensitive to children's needs for creative expression understands that all children do not reach the same stage of development at the same time. She plans a variety of activities and allows freedom of selection, so that each child may work comfortably at his own stage of development. While she actively guides children's creative efforts, she is careful to introduce techniques only when the child is ready to profit from them. She understands that a child's perceptual ability increases with stimulation and challenge. Thinking, observing, selecting and organizing--the intellectual skills essential to effective expression--are developed through many repeated, meaningful experiences.

It is essential to teach care of materials and safety in their use. Children profit from a clean, well-organized room and with guidance, can help in maintaining one. "Art materials need to be well-organized and near a source of water to allow for maxiumum independence and ease in cleaning up."[4] At first, much of the preparation for art activities, as well as the cleaning up, will need to be completed by the teacher. However, as children gain skill in handling art supplies and knowledge of their use, they can help with these details. Some children will mature to the point that they can organize materials, initiate an activity, complete it and clean up independently. Others will need careful guidance and assistance all year. As children are given the freedom to attempt independent work, it is helpful to remember that accidents can happen even after skills are acquired, and one

must be given an opportunity to try if he is to learn.

The art program, as an integral part of the total school program, supports the goal of optimal development of each child's potentialities. Through art, the child can gain a sense of accomplishment. He can learn important aspects of democratic social living: the freedom to explore, discover and create; the responsibility to observe safety rules; care for materials and aid in cleaning up and the necessity and fairness of taking turns and sharing. It is the specific aim of the art program that "each child as an indivdiual shall grow in perceptiveness, in motor coordination, in the sensing of relationships, in ability to organize and in well-balanced personal-social adjustment."[5]

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1. Forest, Ilse, Early Years at School, New York: McGraw-Hill, 1949, P.242.

2. Florida State Department of Education. Proposed Accreditation Standards for Florida Schools, Section III, Elementary. Tallahassee, Florida: The Department, 1970, p.144.

3. Forest, op.cit., p.244.

4. Frazier, Alexander, editor, Early Childhood Education Today, Washington,D.C., Association for Supervision and Curriculum Development, NEA, 1968, p.19.

5. Forest, op.cit., p.247.

# ART
## Goals

1. Experiments with with various media--crayons, paints, clay--and discovers ways of working that are appropriate to each

   a. Learners will demonstrate skill in the use of finger paint and tempera paint, using techniques appropriate to each.

   b. Learners will demonstrate skill in the use of crayons by drawing and coloring pictures of their choice.

   c. Learners will demonstrate skill in the use of clay by employing methods appropriate to its use.

2. Develops skill in the use of scissors and paste.

   Learners will demonstrate progress in the use of scissors and paste, using each in a manner demonstrated by the teacher.

3. Recognizes the basic geometric figures--circle, square, triangle, rectangle--and illustrates an awareness of them in their art work.

   a. Learners will identify three of the four basic shapes.

   b. Learners will illustrate an awareness of the basic shapes by using them in their art work.

4. Develops an awareness of color and its value and beauty in everyday surroundings.

   a. Learners will identify each of the eight basic colors.

   b. Learners will use many colors in their art work, sometimes selectively and realistically, sometimes imaginatively.

5. Develops an awareness of texture and design and illustrates such an awareness in his art work.

   a. Learners will demonstrate an awareness of texture and design by discussing the "feel of" and patterns in objects from nature, their own clothing, or similar properties in art work.

   b. Learners will illustrate an awareness of texture and design by using several types of material to create a picture, object, or design (collage) of their own choice.

6. Develops a beginning aesthetic appreciation of the world: of nature, of historical art, of commercial art and of the creative efforts of oneself and those around him.

   Learners will demonstrate verbally an appreciation of artistic properties in objects presented for discussion by the teacher or for objects or phenomena they encounter in their everyday surroundings.

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Experiments with various media-crayons, paint, clay-and discovers ways of working that are appropiate to each.<br><br>BEHAVIORAL OBJECTIVE:<br>1. Learners will demonstrate skill in the use of finger paint and tempera paint, using techniques appropriate to each.<br><br>2. Learners will demonstrate skill in the use of clay by employing methods appropriate to its use.<br><br>3. Learners will demonstrate skill in the use of crayons by drawing and coloring pictures of their choice. | TEMPERA PAINT:<br><br>1. Begins with one color at a time. Tries different ways of applying paint with a brush-stroke, tap, twist, roll.<br><br>2. Sponge painting: Place paint in a shallow container (such as pie pans). Dip pieces of sponge in the paint and apply to paper. Experiment to discover the different affects of stroking, tapping, and pressing.<br><br>(Because sponges apply paint to large areas at once and may be used in circular strokes, spong painting is excellent for snowmen and Easter bunny pictures. Details may be added with other colors by brush. Colorful flower pictures may be made by "dotting" bright colors with sponge on paste paper. Stems and leaves are then painted on by brush. If desired, a construction paper vase, cut to fit over all stems, may be added or grass may be stroked on at the bottom.<br><br>3. Blot pictures: Fold a sheet of paper in half. Open the sheet and drip tempera paint by brush onto the paper. Refold and press across the folded sheet. Re-open and discover the design creates.<br><br>(When primary colors are used, (red, blue, yellow) the process blends the colors and secondary colors appear.)<br><br>4. Straw painting: Drip tempera paint onto a paper. Place a straw near the drops of paint and blow to spread the paint around the paper. This creates interesting abstract design.<br><br>5. String painting: Dip short lengths of string into tempera paint. Paint by:<br>a. Letting the string fall on the paper and then dragging it across the paper or by<br>b. Dropping the string on paper, folding the paper and pulling out the string. (This gives a blotted or double effect.) |

| GOALS | SUGGESTED ACTIVITIES |
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PRINTING

1. Potato Printing- The teacher cuts a potato in half and carves a simple design (the area that is not to be printed is cut out). Place tempera paint, mixed thickly, in a shallow container. Dip the potato into the paint and print on paper.

2. Vegetable and "gadget" printing- Vegetables may be cut out across and printed with as they are. (Carrots, green peppers, etc.) Any object that will transfer paint may also be used: small boxes (inside edges, ends, sides), spools, paper rolls, bolts, brush hair culers, etc.)

FINGER PAINT

1. Use paper with a smooth finish (glossy half paper can be used). Wet paper with a sponge and apply finger paint over the entire surface. Experiment with the whole hand- fist, palm, fingers, side of hand, knuckles, fingernails, to discover the different effects achieved with each.

2. Monoprints- (Because finger paint challenges the child to experiment and continually try new designs, it is often hard for him to decide on a good design with which to stop. Many beautiful designs will be erased, leaving only a mass of color or a single handprint. While the process is in itself important, the creative designs of the child can be saved by monoprinting). In monoprinting, the finger paint is applied to a damp, smooth surface, either formica or oilcloth will do. Once a design is created, paper is carefully pressed over the design and then lifted.

CRAYONS

1. Draw and color scribble pictures. Take a dark crayon and scribble all over the paper. Select areas to color in with bright colors to create a design.

| GOALS | SUGGESTED ACTIVITIES |
|---|---|

2. Draw and exchange "magic pictures". One child draws a picture on white paper using white crayons. He then gives the paper to another child who washes over the paper with tempera paint. The "secret" picture appears as if by "magic".

3. Draw pictures of oneself and one's family.

4. Draw pictures related to units or concepts studied. (The emphasis here is on stimulation rather than step-by-step direction. Many ways of illustrating an object should be discussed when children ask for help.

5. Complete "Cue" pictures - To help those who are having trouble starting a picture, or just for fun, the teacher may cut out a picture of an object of interest to a particular child, paste it onto a piece of paper and let the child complete the picture.

CLAY

1. Experiment with clay - Pound, pinch, pull, poke, push, pat, twist, roll. Work on oil cloth, brown paper, newspaper or some other suitable surface. Simple shapes, such as balls, baskets, snakes, and pancakes can be made by using the above methods.

2. Monoprinting - Press clay "pancakes" on newspaper. The black ink will transfer to the clay when it is lifted from from the paper. Children enjoy this activity and are learning something about the printing process at the same time.

3. During or following a unit on animals, children may wish to try to model animals from clay. Teachers may help individuals to clarify their ideas about a particular animal by talking about various body parts, shapes and relative sizes. Suggesting techniques to use will also help, i.e. roll a leg, pinch out an ear, poke in eyes, pull out a trunk, etc.

ART

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Develops skill in the use of scissors and paste.<br><br>BEHAVIORAL OBJECTIVE: Learners will demonstrate progress in the use of scissors and paste, using each in a manner demonstrated by the teacher. | 1. Provide plenty of newspapers and construction paper for practice in cutting. Children may begin by cutting strips of paper. Demonstrate how to cut squares and triangles from corners of paper. Demonstrate how to turn the paper as you cut in order to cut out circles.<br><br>2. Help children to learn to selectively use paste, using only the amount necessary and applying it in the manner appropriate to the work. When large, irregular shapes are being pasted, apply paste to the shapes and then place on a background. When pasting small shapes, particularly strips or "dots", apply paste directly on the background and place shape on top of the paste.<br><br>3. Provide old magazines for cutting out pictures. These may be pasted onto a background. Children may be given specific reasons for looking for and cutting out pictures. Pictures of one color, one sound (phonetic), the family, foods, ways of travel, etc. may all be used for charts.<br><br>4. Make paper chains for Christmas. These may be used for tree decorations or for roping around the room. Cut strips of red and green paper. Bend one into a ring and fasten with paste. Insert another strip through the ring, bend, and paste. Continue in this manner. (Paper strips need to be long enough for little hands to handle). |

ART

| GOALS | SUGGESTIVE ACTIVITIES |
|---|---|
| GOAL: To recognize the basic geometric shapes: circle, square, triangle, and rectangle; and to illustrate an awareness of them their art work.<br><br>BEHAVIORAL OBJECTIVES:<br>1. Learners will identify 3 of the 4 basic shapes: circle, square, triangle, and rectangle.<br>2. Learners will illustrate an awareness of the basic shapes by using them in their art work. | 1. Make name tags from different shapes of paper.<br><br>2. Find different shapes in objects in the room, outside and in pictures.<br><br>3. Cut shapes from paper. Paste against a background to form a picture.<br><br>4. Use magnetic shapes from the Peabody Language Development Kit: Level P. Combine different shapes to form pictures of objects.<br><br>5. Trace around cardboard shapes. Repeat and combine shapes to form designs.<br><br>6. Work with different shaped blocks. Combine blocks to form new shapes. |

ART

| GOALS | SUGGESTIVE ACTIVITIES |
|---|---|
| GOAL: Develops an awareness of color and its value and beauty in everyday surroundings.<br><br>BEHAVIORAL OBJECTIVES:<br>1. Learners will identify each of the eight colors.<br>2. Learners will use many colors in their art work: sometimes selectively and realistically, sometimes imaginatively. | 1. Make different color name tags for children at the beginning of school.<br>2. Line storage shelves (cubby holes) with different colors.<br>3. Play game, "Show me..."; have children hold up crayons as you name them.<br>4. Play "I Spy" with colors around the room.<br>5. Identify children's clothing by colors.<br>6. Have a "color day" to introduce each color. Suggest that each child wear something "red". Give out "red" name tags. Draw or paint "red" pictures. Talk about things that are "red".<br>7. Make charts for each color. Cut "red" pictures out of magazines and paste on poster board or large construction paper. |

| GOALS | SUGGESTIVE ACTIVITIES |
|---|---|
| GOAL: Develops an awareness of texture and design and illustrates such an awareness in their art work.<br><br>BEHAVIORAL OBJECTIVE:<br>1. Learners will demonstrate an awareness of texture and design by discussing the "feel of" and patterns in objects from nature their own clothing or similar properities in art work.<br>2. Learners will illustrate an an awareness of texture and design by using several types of material to create a picture, object, or design of their choice. (collage) | Suggested Materials for Collage: Cloth scrapes, string, yarn, pipe cleaners, twigs, leaves, colored wrapping paper, tissue paper, cellophane, corrugated cardboard, shells, feathers, buttons, shelf paper, ribbon, and any other collected materials that are safe to use. Collect things that have a different "feel" or texture.<br><br>1. Keep boxes of collage materials, paste, scissors, and background paper available for the children. Some materials will require glue rather than paste in order to adhere. While discussion about materials and how they might be used will stimulate children, final selection and use should be left up to the child.<br><br>2. Crayon rubbings- Large crayons with the paper removed may be used broadside to rub over different shapes or objects. Rubbing over different surfaces gives a look of texture, while rubbing over many shapes or repeatly over one shape creates a design.<br><br>3. Many activities already described under experimentation with various media produce pictures with abstract designs.<br>Potato or gadget printing<br>String, straw, and blot painting<br>Scribble pictures<br><br>Art work such as blot painting naturally lends itself to a discussion of design. Children like to discuss their picture--what the design looks like or whether they like it or not. Children are quick to recognize, for example, when too much paint has been used and the result is one big blur. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOALS: Develops a beginning aesthetic appreciation of the world: of nature, of historical art, of commercial art, and of the creative efforts of oneself and those around him.<br><br>BEHAVIORAL OBJECTIVES: Learners will demonstrate verbally an appreciation of artistic properties in objects presented for discussion by the teacher or for objects or phenomena they encounter in their everyday surroundings. | 1. Encourage children to verbalize their feelings about the sky-(cloud formations, sunsets, rainy days), trees (shapes, colors, shadow patterns), Flowers (shapes, colors, odors).<br><br>2. Discuss with children the colors, designs, textures, etc. present in clothing, commercial containers (such as tissue paper boxes), furniture, rugs.<br><br>3. Discuss with children the colors, patterns and ways of illustrating texture (i.e. the dots make it look rough or bumpy), and meaning or feeling present in copies of famous art work which are shown to the class. |

## HEALTH, PHYSICAL DEVELOPMENT AND SAFETY

Health, physical development and safety are emphasized in kindergarten as a part of everyday living. Each is a by-product of daily activities. Health is a "state of complete absence of disease and infirmity."[1] The school environment determines to a considerable extent the quality of healthful living possible in the situation. A healthy child is a happy child.

Physical development of large and small muscles, eye muscles, coordination and body growth is the beginning point of all activities of the very young child. The child continuously acquires new skills or body movements which allow him to guide his motor developments toward an awareness of his body in space: what it can do and what it cannot do.

Actual experiences afford the best learning about safety. Situations arise in the classroom and on the playground in which children can be helped to become aware of good safety habits. Each child needs to realize that he is an important part of his community and therefore he has responsibilities in making it safe to live in by observing rules and regulations.

Every child should be given many opportunities to help broaden or build desirable habits, attitudes and skills which contribute to safety, physical development and healthful living.

## HEALTH, PHYSICAL DEVELOPMENT AND SAFETY
### Goals

1. Develops skill and plays safely on playground equipment.

   Without teacher direction, many of the learners will select and use safely and consistently, a minimum of four pieces of playground equipment.

2. Identifies community helpers (fireman, policeman, doctor, nurse) that contribute to our safety.

   At the conclusion of a unit on community helpers, most of the learners will identify one community helper by drawing illustrations or describing orally their contribution to the safety of the community.

3. Practices good health habits.

   Following a unit on personal hygiene, kindergarten learners will apply their knowledge about their body relative to the practice of good health habits as determined by their daily appearance.

4. Gains knowledge that good health is dependent on proper food, water, clothing, shelter and rest.

   Most of the learners will demonstrate their knowledge of good health habits by naming two items that encourage good health.

5. Performs directed physical activities.

   Following introduction to an activity, most of the learners will participate.

6. Plays well with others.

   During free play activities, the majority of the learners will exhibit self-control through successful participation (without incident) in four small group activities with fewer than three of the learners creating a disturbance.

7. Participates in unorganized activities.

   Following a series of physical activities, each learner will perform the following skills: running, climbing, pushing, pulling, dropping, crawling, walking, jumping and hanging.

HEALTH, PHYSICAL DEVELOPMENT AND SAFETY

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Develops skill and plays on playground equipment.<br><br>BEHAVIORAL OBJECTIVES: Without teacher direction, many of the learners will select and will safely and consistently use a minimum of four pieces of playground equipment. | 1. Selects equipment to play on.<br><br>2. Helps teacher to formulate specific rules for safety.<br><br>3. Secures areas where running is safe.<br><br>4. Performs activities using apparatus:<br>a. Climbs, sits, hangs, turns on jungle gym or horizontal bars.<br>b. Climbs ropes, poles, ladders.<br>c. Chins the bar.<br>d. Walks the length of the balance beam in different ways<br>e. Swings off a horizontal bar.<br><br>5. Learns the names of basic equipment. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Identifies community helpers that contribute to our safety.<br><br>BEHAVIORAL-OBJECTIVES: At the conclusion of a unit on community helpers, most of the learners will identify one community helper by drawing illustrations or describing orally their contribution to the safety of the community. | 1. Make a grocery store for dramatic play.<br>2. Make a frieze on one of the several helpers (fireman, policeman) etc.<br>3. Begin a picture file of community helpers and their work.<br>4. Dramatize the work of a particular worker.<br>5. Given main idea on books on community helpers.<br>6. Read books from library on helpers.<br>7. Tell the duties of each and what each contributes. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Practices good health habits.<br><br>BEHAVIORAL OBJECTIVES: Following a unit on personal hygiene, kindergarten learners will apply their knowledge about their body relative to the practice of good health habits as determined by their daily appearance. | 1. Visits the school clinic.<br><br>2. Participates in daily inspection: hands, face, cleanliness.<br><br>3. Plays familiar action game to the tune of "Mulberry Bush": "This is the way we wash our hands,<br>comb our hair,<br>brush our hair,<br>take a bath."<br><br>4. Helps make a "Good Habits" scrap book.<br><br>5. Learns to recognize the parts of the body with the help of Peabody Language Development Kit: Level P.<br><br>6. Discusses the importance of taking a bath daily.<br><br>7. Washes hands before snack, after using the restroom and after play.<br><br>8. Learns how to use handkerchief or tissue in case of colds, coughs, or sneezes.<br><br>9. Shows proper dress by using doll clothes for dolls or puppets; shows articles of clothing needed for hot, cold and rainy weather.<br><br>10. Establish a personal appearance corner (mirror should be provided and practice hair care on a doll).<br><br>11. Discuss pictures children draw or find in magazines displaying good health habits. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Understands that good health is dependent on proper food, water, clothing, shelter and rest.<br><br>BEHAVIORAL OBJECTIVES: Most of the learners will demonstrate their knowledge of good health habits by naming two items that encourage good health. | 1. Joins in discussions about the right kinds of foods.<br>2. Cuts out pictures of food from magazines and classifies them into the four basic food groups.<br>3. Makes a good food wheel showing proper foods.<br>4. Plants a small garden.<br>5. Discusses good table manners.<br>6. Helps make a Good Foods Train: each boxcar carries a different type of food.<br>7. Brings in vegetables and discusses their importance in daily diets.<br>8. Uses flannelboard cut-outs to demonstrate proper clothing.<br>9. Discusses sources of water, ways in which it is used, and why it is good for our bodies. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Performs directed activities (physical).<br><br>BEHAVIORAL OBJECTIVES: Following introduction to activity, most of the learners will participate. | 1. Walks on the balance beam.<br>2. Walks on straight lines using tape.<br>3. Crawls through a tunnel or a barrel.<br>4. Hops-Bunny Hop or Hopscotch.<br>5. Jumps rope.<br>6. Performs the jumping jack exercise.<br>7. Throws and catches a ball.<br>8. Does locomotor activities: bending, stretching, swinging, swaying, turning, twisting and beating.<br>9. Hangs from bars.<br>10. Pulls carts or wagons.<br>11. Participates in rhythmic activities: clapping, walking, running, leaping, jumping, hopping, skipping, sliding and galloping.<br>12. Participates in circle and singing games. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Participates in unorganized activities.<br><br>BEHAVIORAL OBJECTIVES: Following a series of physical activities, each learner will perform the following skills: running, climbing, pushing, dropping, crawling, walking, jumping, and hanging. | 1. Walks a straight line.<br>2. Pulls wagons.<br>3. Pushes a barrel.<br>4. Climbs playground equipment.<br>5. Jumps rope or hands or drops from trees or jungle gym.<br>6. Plays London Bridge and The Farmer in the Dell.<br>7. Crawls through a tunnel. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Plays well with others.<br><br>BEHAVIORAL OBJECTIVES: During free play activities, the majority of the learners will exhibit self-control through successful participation (without incident) in four small group activities with fewer than three of the learners creating a distrubance. | 1. Plays with trucks, blocks, ropes, trains, cars, games, tinker-toys, lego blocks and play clothes.<br><br>2. Plays games: Looby Loo, Hokey Pokey or Hot Potato.<br><br>(Hot Potato: Have children form a single circle. They pass a ball, beanbag or eraser representing a "hot potato" from player to player around the circle. Anyone holding the "hot potato" when the whistle blows must drop out of the game.<br><br>3. Performs circle games.<br><br>4. Does imitative movements:<br>Walks like a bear.<br>Moves like a seal.<br>Flies like a bird.<br>Walks like a camel.<br>Hops like a rabbit. |

# LANGUAGE ARTS

## INTRODUCTION:

A child's ability to communicate is directly dependent upon his grasp of the fundamental skills of listening and speaking and the experiences he has encountered in his early years. Therefore, the modern kindergarten is language oriented. The modern kindergarten teacher strives to establish and develop activities and experiences which will grip the child and motivate him to communicate, thus aiding him in the development of his basic communication skills, both verbal and nonverbal. "A large body of evidence confirms that deprivation of stimulating experiences results in intellectual underachievement and cognitive disadvantage."[1] The child requires many opportunities to express himself to other children, to small groups, to teachers and to the whole group. "Originality in the expression of a child's own thoughts is the goal in language, whether this expression is by means of words, pictures or dramatization."[2]

In kindergarten, the teacher begins to expand the child's environment by involving each child in experience which enlarge his view of the world, expand his concepts, and develop his use of words and sentence patterns. New experiences create the need for new language skills. The rate of growth in the development of the language arts is related to the extent that meaningful experiences are provided for the kindergarten child. "The more zest and meaning and depth in these experiences, the more will children wish to express themselves about them and later read about them."[3] It is through the constant extension of his talking-listening abilities that

gains mastery of his prime means of self-expression and his most important tool for learning.

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1. Frost, Joe L., editor: Early Childhood Education Rediscovered, 1968, Holt, Rinehart and Winston, Inc., Rose Mukerji.

2. Ibid, Heffernan, Helen.

3. Ibid.

## LANGUAGE ARTS

Listening Goals:

1. Listens for enjoyment.
2. Listens to ideas of others for short periods without interruption.
3. Listens to rhymes and identifies rhyming words.
4. Listens and learns to follow simple directions readily.
5. Listens to stories and learns to state main ideas.
6. Listens to beginning and supplies ending for story.
7. Listens and interprets story, poem or musical selection.
8. Listens and identifies emotional feelings of characters.
9. Listens to improve ability to discriminate between sounds.

Speaking Goals:

1. Expands speaking vocabulary.
2. Improves enunciation and pronunciation.
3. Speaks in thought-units and complete sentences.
4. Develops ability to present events in sequential order.
5. Develops ability to create original stories based on personal experience.
6. Develops ability to give simple directions.
7. Contributes ideas during group discussion.
8. Analyzes situations and predicts outcomes.
9. Forms sensory images.
10. Relates spoken to written symbols.

## LANGUAGE ARTS
## Goals

Speaking

1. Expands speaking vocabulary.
   A majority of the learners will show evidence of growth in vocabulary indicated by their choice of words, when relating simple accounts of experiences.

2. Improves enunciation and pronunciation.
   When participating in group conversation, most of the learners will show evidence of growth in enunciation and pronunciation.

3. Speaks in thought-units and complete sentences.
   Most of the learners will speak in thought-units or complete sentences when speaking before a group.

4. Develops ability to present events in sequential order.
   After listening to a story, each learner will relate two or more events in correct sequential order.

5. Develops ability to relate original stories based on personal experiences.
   During the year, a majority of the learners will relate original stories based on their personal experiences.

6. Develops ability to give simple directions.
   A majority of the learners will give simple directions by describing how to get to the school office, cafetorium, library, music room or nurse's office.

7. Contributes ideas during group discussions.
   In a class discussion about some object, most of the learners will contribute one or more ideas on the subject.

8. Analyzes situations and predicts outcomes.
   Given an action picture, a majority of the class will tell what is happening in the picture and what they think will happen next.

9. Forms sensory images.
   Given four concrete objects, which they cannot see, a majority of the learners will correctly name two.

10. Relates spoken to written symbols.
    After participating in a group activity, all learners will contribute to the development of an experience chart.

LANGUAGE ARTS

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Listens for enjoyment.<br><br>BEHAVIORAL OBJECTIVES: After hearing interesting listening activities such as stories or musical selections, a majority of the learners will show evidence of enjoyment based on teacher judgment. | Give books status in your classroom. Take children to the school library. With the books of the library, you guide children in thinking, feeling and experiencing joy with books!<br><br>Leland Jacobs says, "Give poetry its due. The young child comes to school an essentially poetic being. He is intrigued with the rhythmic qualities of the great natural world of time, sight and sound." Have the right poem available when you want it, start a poetry file under subject headings, useful to you -weather, animals, homes, action, etc. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Listens to ideas of others for short periods of time without interruption.<br><br>BEHAVIORAL OBJECTIVE: A majority of the learners will listen during a group activity for a period of five to ten minutes without interruption. | 1. Listens to others during "show and tell".<br><br>2. Listens to records or tapes and then draws picture stories.<br><br>3. "Surpise Package": A child secretly places some object in a box for this special purpose. He describes the the appearance of the object and then chooses a child to guess what he has described.<br><br>4. Listens to flannel board stories and books read by the teacher. |
| GOAL: Listens to rhymes and identifies rhyming words<br><br>BEHAVIORAL OBJECTIVE: After listening to rhymes, a majority of the learners will identify the rhyming words. | 1. Supplies rhyming word in familiar and unfamiliar rhymes:<br>Susan Marie<br>Is a busy little bee<br>Always helps her mother<br>As you can __(see)__.<br><br>2. The teacher says three words, two of which are rhyming words, and the child tells which two are rhyming:<br>boy, can, toy<br>wall, may, tall<br>wear, tear, book<br><br>3. Identifies rhyming words with familiar nursery rhymes such as: Jack, Be Nimble. The teacher tells the children to listen and hear any word that rhymes with "candlestick". |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Listens and learns to follow simple directions readily.<br><br>BEHAVIORAL OBJECTIVE: Given instructions and explanations in an activity. Learners will demonstrate ability to hear and follow simple directions by complying readily. | 1. Claps softly when the piano/record player plays softly; loudly when it plays loudly; rapidly when it plays rapidly and slowly when it plays slowly.<br><br>2. Follows directions for simple art activities such as: cutting and pasting geometric shapes.<br><br>3. Follows directions for simple games, exercises and activities.<br><br>4. Listens to directions for simple games and then plays accordingly. |
| GOAL: Listens to story and learns to state main idea.<br><br>BEHAVIORAL OBJECTIVE: After listening to a story or viewing a filmstrip, a majority of the learners will state the main idea. | 1. Listens to favorite stories and relates the main idea. Ask Mr. Bear or Nobody Listens to Andrew are stories that are particularly good for this.<br><br>2. Relates the main idea of films, filmstrips or records. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Listens to beginning of story and supplies ending.<br><br>BEHAVIORAL OBJECTIVE: With the help of the teacher, the majority of the learners will supply an ending to a story. | 1. Supplies the ending to a familiar story read by the teacher.<br>2. Speculates and suggests an ending to an unfamiliar story begun by the teacher.<br>3. Continues and ends a story begun by the teacher such as: "On my way to school this morning, I saw a little red bird...". |
| GOAL: Listens and interprets story, poem or musical selection.<br><br>BEHAVIORAL OBJECTIVE: Following story, poem or musical selection, each learner will interpret some part of it through the use of various media. | 1. Interprets various moods of music through rhythms.<br>2. Illustrates stories to "give back" some part of a story or poem.<br>3. Dramatizes the story or poem. (This offers an excellent opportunity for creative expression if the teacher reminds herself that this activity is "play", not a lesson.) |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Listens to improve ability to discriminate between sounds.<br><br>BEHAVIORAL OBJECTIVE: Given pictures of three objects, two of which have the same beginning sound, a majority of the learners will be able to name the pair with the same sound. | 1. Closes eyes and listens while another child skips, runs or jumps. He then names the activity.<br><br>2. WHAT SOUNDS DO YOU HEAR?<br>During a quiet period the children close their eyes and listen for sounds. To the normal classroom sounds, the teacher may wish to add extra sounds, such as: tinkling a small bell, dropping a book, tapping on the desk, opening a desk drawer, humming a song, playing a note on the piano, closing a door, or clapping her hands. At the end of the quiet time, the children open their eyes and tell what they heard. Each child is allowed to name at least one sound which the teacher writes on the blackboard.<br><br>3. Listens to a poem and then tells what sounds he heard: sound of wind, rain, chugging of trains, roaring of airplanes, whistles blowing, dogs barking, kittens mewing, children crying, laughter, sound of drums, etc.<br><br>4. Names or points to another name that has the same beginning sound as Mary: Mark, Mike, etc.<br><br>5. Teacher holds up three pictures or objects, two of which have the same beginning sound, child names the pair with the same initial sound. |
| GOAL: Listens and identifies emotional feeling of characters.<br><br>BEHAVIORAL OBJECTIVE: After listening to a story or poem, a majority of the learners will identify the emotional feelings of the characters. | 1. Shares interpretations of feelings of characters in magazine pictures, books, newspaper pictures or in snapshots.<br><br>2. Discusses and shares reactions to books, stories and poems (For example, after listening to The Story About Ping by Marjorie Flack, the children may express their own anxieties about separation. This story of a little lost duck helps them to express feelings of loneliness, etc.<br><br>3. Dramatizes stories as: The three Billy Goats Gruff, The Bears or The Three Little Pigs and identifies the emotional feelings of the characters. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Expands speaking vocabulary.<br><br>BEHAVIORAL OBJECTIVE: A majority of the learners will show evidence of growth in vocabulary, indicated by their choice of words, when relating simple accounts of experiences. | (A housekeeping corner equipped with a sink, stove, refrigerator, and dishes enables children to try our various family roles. Dress up clothers, hats and purses help in fostering rich dramatic play. This type of play stimulates language growth.<br><br>Telephones, cash registers, stethoscopes and suitcases encourage work roles.<br><br>A large carton with a square window stimulates television shows or puppet shows.<br><br>A board with knobs, buttons, switches and meters may be the dashboard of a car, the control panel of a spaceship or robot as the child finds a need.)<br><br>1. Plays word games or riddles:<br>Name something big, little; rough, smooth; loud, soft.<br>What animal roars; has a trunk?<br>What am I? I'm big, orange and round. |
| GOAL: Improves enunciation and pronunciation.<br><br>BEHAVIORAL OBJECTIVE: When participating in group conversation, most of the learners will show evidence of growth in enunciation and pronunciation as judged by the teacher. | 1. Make a sample of each child's speech on tape recorder: note improvments--in sentence structure, pronunciation, enunciation. During the year retape. Children will enjoy listening to earlier recordings. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Speaks in thought-units and complete sentences. | 1. When child finishes making a picture, he'll give the teacher words to tell what he's drawn. The teacher then writes this on his drawing.<br><br>2. POSTMAN GAME:<br>One child acts as the postman, walks around the circle and delivers mail. The children open mail they have received and tell about it. Example: I have five red circles in my envelope. |
| GOAL: Develops ability to present events in sequential order.<br><br>BEHAVIORAL OBJECTIVE: After listening to a story, each learner will relate two or more events in correct sequential order. | 1. Helps develop a story:<br>Example - Let's Take a Trip.<br>A child is chosen to start the story such as: "I went to the grocery store and bought milk." The next child repeats the story and adds one more thing: "I went to the grocery store and bought milk and bread." The next child adds one more thing, naming all the others. Children may be able to recall and repeat in order six to eight things. Other stories and situations may be used.<br><br>2. Use Peabody Language Development Kit: Level P - P. Mooney Story Cards.<br><br>3. Dramatizes stories in sequence (The Three Billy Goats Gruff, The Three Bears or the Three Little Pigs. |
| GOAL: Develops ability to relate original stories based on personal experience.<br>BEHAVIORAL OBJECTIVE: During the year, a majority of the learners will relate original stories based on their personal experiences. | 1. Dictates original accounts of experiences - may be after a visit to the zoo, supermarket, post office, police station, fire house, library or restaurant. (Teacher may wish to write this).<br><br>2. Dictates short story to accompany an illustration such as: "This is my boat." or "This is a picture of my family."<br><br>3. Shares experiences from home at "Share and Tell" time. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Develops ability to give simple directions.<br><br>BEHAVIORAL OBJECTIVE: A majority of the learners will give simple directions by describing how to get to the school office , cafetorium, library, music room or nurse's office. | 1. Makes up directions to tell a new student how to get to various parts of the building. This can be a game following simple tours of the school.<br><br>2. MAP OF TRIP: Use large sheet of paper to outline the route before going on walk. Take walk. Upon return have the children list directions.<br><br>3. The teacher may read from a chart she prepares, the directions for activities such as:<br>Making applesauce,<br>mixing dough for cookies,<br>mixing ingredients for paper mache. |
| GOAL: Contributes ideas during group discussions.<br><br>BEHAVIORAL OBJECTIVE: In a class discussion about some object, most of the learners will contribute one or more ideas on the subject. | 1. Plays game: "What Shall We Take?" - for example, "We are going to a lake for a vacation. What shall we take?" or "We are taking a trip to outer space. What do we need?"<br><br>2. Plays game: "Let's Imagine" - for example, "Let's imagine thinking up things to do on Saturday," or "Let's imagine being places - on a city street, out West, on a farm, etc.<br><br>3. Helps plan class parties.<br><br>(Provides many interesting experiences - charts, pictures, trip, films, filmstrips and records-and encourage children to talk about them.) |
| GOAL: Analyzes situations and predicts outcomes.<br><br>BEHAVIORAL OBJECTIVE: Given an action picture, a majority of the class will tell what is happening and what they think will happen next. | 1. Analyzes situation and tells what might happen when he sees a picture; can use magazine or newspaper clippings (good for safety rules.) |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Forms sensory images.<br><br>BEHAVIORAL OBJECTIVE: Given four concrete objects which they cannot see, a majority of the learners will correctly name two. | 1. Feels and then describes objects hidden within a "Feel" box (i.e. sandpaper, rock, key, brush, fur, silk, feather, etc.)<br><br>2. Describes the appearance of objects with such phrases as: black as night, cold as ice. |
| GOAL: Relates spoken to written symbols.<br><br>BEHAVIORAL OBJECTIVE: After participating in a group activity, all learners will contribute to the development of an experience chart. | (Make charts to refer to. Make charts indicating helpers of the day or week.<br><br>Identify a place for child's belongings with his name-shelves, hooks, lockers...<br><br>Manuscript memorandums on the chalkboard-names of committees, simple rules, simple directions for some activity.<br><br>Place "surprise" sentences on the board each morning such as: Susan will bring her baby kitten to school tomorrow. Let children try to guess what the surprise is; then read it to them.<br><br>When taking an excursion, call attention to the names on packages in a grocery window, signs on store buildings, names of streets, names on trucks and danger signs, etc.<br><br>During the entire kindergarten experience, the teacher should frequently let children see their own words "flow into printed symbols" as she manuscripts them on chalkboard or on tagboard. Children should not be required to read the words, phrases or sentences, but will have had the valuable experience of seeing meanings put into reading symbols. Some of them will begin to read words or sentences of their own accord. |

## MUSIC

Music education in kindergarten should be a creative and happy experience; the teacher should not be overly concerned with performance perfection with children in this age group. The teacher should provide many opportunities for each child to participate in singing, rhythms, listening and making music with a variety of instruments.

Through a good music program, children can realize the importance of music as a profession, learn about music in the lives of other people and realize the function of music as an international language.

Music can provide a release from tension and be used to help develop muscular coordination as well as provide much enjoyment. Music can be a part of the entire day and used as the need arises; not just during a special "music time". Kindergarten music is easily correlated to activities, projects and units of the class.

Most young children love music and have listened to it all during their short lives. They have heard music through lullabies, in nature's sounds, in toys, on television and radio, on records and by whistling. A child reacts to music both inwardly and outwardly by such actions as: relaxing, kicking, laughing, skipping, gurgling or creating music of his own. If children are exposed to music in many forms, they will learn to like, enjoy and use music.

Music is a part of the school program. It is up to the teacher to make it an important part of the program. If she is not a good singer she can practice. Other suggestions to improve the music program include:

Develop a positive attitude toward music.

Make use of a music teacher or other music person.

Learn to play simple melodies on a piano, organ, xylophone or other instrument.

Tape songs to use.

Make use of records available.

Pianos are a help but not always necessary: an autoharp, chord organ, guitar, ukelele or other stringed instrument; tapes and records; xylophone or bells can be used.

A child's taste in music is developed through the music he hears. The teacher helps him to become an intelligent consumer of music.

## MUSIC
## Goals

1. Enjoys listening to many kinds of music.

   Learners will express their enjoyment of music by singing a song to the class, composing a song or drawing a picture to illustrate a song.

2. Participates in many kinds of listening activities.

   After listening to a particular selection of music, most of the learners will identify one characteristic of that music.

3. Learns to interpret what is heard.

   a. Most of the learners will demonstrate with body movements, their ability to distinguish fast-slow, loud-soft or high-low.

   b. Given a simple rhythmic pattern, learners will be able to keep time by clapping, tapping their feet or using whole body movements.

4. Experiments with many kinds of instruments--melodic and rhythmic.

   a. Given such rhythmic instruments as drums, cymbals, sand blocks, bells, rhythm sticks, triangles, tone blocks, and tambourines, learners will use these instruments, with no learner demonstrating the ability to use fewer than three.

   b. A majority of children will experiment with a number of musical instruments and will be able to create simple rhythmic patterns or tunes.

5. Participates in creative expression.

   Most of the learners will respond imaginatively to music by using body movement, rhythm instruments, singing, painting or dramatization.

6. Learns basic locomotor and non-locomotor movements.

   Most of the learners will demonstrate with body movements, their ability to perform basic movements.

7. Learns many kinds of action songs and games.

   When given the opportunity, most of the learners will demonstrate their knowledge of one action song by performing it with the group.

8. Learns to sing by singing.

   Most of the learners will demonstrate their skill to sing by singing a song of their choice either alone or in a group.

9. Learns to follow directions through music.

   Most of the learners will demonstrate skill in following directions by performing actions appropriate to a song.

10. Develops cognitive ideas through songs.

    At the conclusion of a unit, most of the learners will be able to sing one song pertaining to that unit.

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Enjoys listening to many kinds of music.<br><br>BEHAVIORAL OBJECTIVE: Learners will express their enjoyment of music by singing a song to the class, composing a song or drawing a picture to illustrate a song. | 1. Play music<br>a. Times: During activity time, to halt excessive noise, during rest time, during exercises, to get attention, to fill in "waiting" moments, when going home or during snack time.<br>b. Kinds: Lullabies, jazz, marches, patriotic songs, folk songs, and stories with music.<br><br>2. Play tunes on a melodic instrument - piano, melody bells, and let children guess the name.<br><br>3. Play the rhythm of a tune on a rhythm instrument easily recognized and let the children guess the tune.<br><br>4. Use records and tapes, musical films and filmstrips, television and radio programs, as well as talented parents and students. |
| GOAL: Participates in many kinds of listening activities.<br><br>BEHAVIORAL OBJECTIVE: After listening to a particular selection of music, most of the learners will identify one characteristic of the music. | 1. Listen for tunes.<br><br>2. Listen for types of instruments.<br><br>3. Listen for a story.<br><br>4. Listen for rhythm.<br><br>5. Listen for loudness and softness, fast or slow, or happy or sad. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Learns to interpret what is heard.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will demonstrate with body movement their ability to distinguish fast-slow, loud-soft, high-low.<br><br>Given a simple rhythmic pattern, learners will be able to keep time by clapping, tapping their feet or using whole body movements. | 1. Listens to recognize different melodies when played.<br><br>2. Listens to determine if music is loud or soft, fast or slow, happy or sad.<br><br>3. Learns to recognize some instruments, such as a piano, drum, bells, cymbals, etc. when played.<br><br>4. Learns to recognize what certain musical selections say:<br>skip - "Skip to My Lou"<br>march - "Parade of Wooden Soldiers"<br>walk - "Let's Go Walking"<br>gallop - "Galloping Horses"<br>tip-toe - "Amarylies"<br>trot - "Jingle Bells"<br>slide - "The Skaters" |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Experiments with many kinds of instruments - both melodic and rhythmic.<br><br>BEHAVIORAL OBJECTIVE:<br>1. Given such rhythmic instruments as drums, cymbals, sand blocks, bells, rhythm sticks, triangles, tone blocks and tambourines, all learners will demonstrate the ability to use at least three instruments.<br><br>2. A majority of children will experiment with a number of musical instruments and will be able to create simple rhythmic patterns or tunes. | 1. Display instruments on a table and provide a time for experimentation.<br><br>2. Sing songs that depict sounds of instruments.<br>"Hickory Dickory Dock"<br>"Syncopated Clock"<br>"Jingle Bells" - bells, cymbals<br><br>3. Interpret songs using instruments.<br>"The Angel Band" - Use ten instruments for ten angels.<br>"Ki-yi-yi-yi" - Use a drum or tom-tom.<br>"Over the River and Through the Woods" - Use bells or sand blocks.<br><br>4. Make a class band. Rotate instruments so each child has an opportunity to play several instruments each time. Marches are good beginning selections.<br><br>5. Play games requiring identification of different instruments.<br><br>6. Make musical glasses.<br><br>(Add water to 4 glasses so that they play the first 4 notes of the scale when tapped with a spoon).<br><br>Hot cross buns, hot cross buns<br>3 2 1 3 2 1<br><br>One a penny, two a penny<br>1 1 1 1 2 2 2 2<br><br>Hot cross buns<br>3 2 1 |

MUSIC

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Participates in creative expression.<br><br>BEHAVIORAL OBJECTIVE: Most of learners will respond immediately to music by using body movement, rhythm instruments, singing, painting or dramatization. | 1. Choose various instruments to play with musical selections.<br><br>"Down at the Station" - possible use of sand blocks and whistle.<br><br>2. Listen to story recordings such as "Peter and the Wolf" and later dramatize the story.<br><br>3. Dramatize a story or song by using hand or finger puppets.<br><br>4. Interpret music by using scarves, ribbons, crepe paper streamers.<br><br>5. Dramatize good health habits.<br><br>"Here We Go Round the Mulberry Bush"<br>(This is the way we brush our teech, etc.)<br><br>6. Draw pictures to music. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Learns basic locomotor and non-locomotor movements.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will demonstrate with body movement their ability to perform basic movements. | A. Locomotor<br><br>1. Hopping<br><br>"Merry Dance" - Silver Burdette (K)<br>"Easter Bunny" - The Magic of Music (K)<br>(Hop like a rabbit or a kangaroo.)<br><br>2. Skipping<br><br>"Skip to My Lou"<br>"Pop Goes the Weasel" - Silver Burdette<br><br>3. Jumping<br><br>"Jump, Jump, Jump" - The Magic of Music (K)<br>(Jump like a frog, with two feet, with one foot, in a circle, with eyes closed, with hands on hips, etc.)<br><br>4. Trotting<br><br>"Jingle Bells"<br>(Trot like a horse in a circus ring, like a pony, like a big horse in a parade.)<br><br>5. Running<br><br>"Yankee Doodle" - The Magic of Music<br>"Will You Come"<br>"Dance Indian Man"<br>"Let's Play" |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Learns basic locomotor and non-locomotor movements.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will demonstrate with their ability to perform basic movements. | 6. Marching - Any march rhythm available. Some suggestions include:<br><br>"Parade of the Wooden Soldiers"<br>"Battle Hymn of the Republic"<br><br>(To prepare children for a marching rhythm, "soldiers" can be made by creating styrofoam heads for rhythm sticks and having each child "walk" a rhythm stick soldier in time to the music. Other heads can be made for other rhythm patterns, such as frogs for jumping, etc.)<br><br>7. Galloping<br><br>"Galloping Horses" - Making Music Your Own<br><br>(Children are galloping horses or ponies in a parade, circus, horse show, etc.)<br><br>8. Sliding<br><br>"Skaters Waltz"<br><br>(Children can slide on slippery ice, with or without a partner.)<br><br>9. Walking<br><br>"Walk to School" - Making Music Your Own<br>"Let's Go Walking" - Making Music Your Own<br>"Goosey Gander" - Birchard Music Series (K)<br><br>(Children can create their own walking patterns by such creative activities as walking like a giant, lion, detective, turtle, teacher, with a heavy load in their arms, etc.)<br><br>(Clapping or tapping our a rhythm before the children act out a rhythm pattern is suggested.) |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Learns basic locomotor and non-locomotor movements.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will demonstrate with movement their ability to perform basic movements. | B. Non-Locomotor Movements<br><br>1. Bend - Stretch<br><br>"Bend and Stretch" - Romper Room<br>"Stretch High"<br><br>Stretch high, touch the sky<br>See the birds go flying high<br>Bend low, touch your toes<br>Waddle as the old duck goes.<br><br>2. Swing and Sway -Rock<br><br>"Skaters Waltz"<br>"Swinging" - Birchard Music Series<br>"Allce Alee O"<br>"Sea Shell"<br><br>(Children can pretend to be skating, swinging, leaves falling, or ships sailing.)<br><br>3. Up and Down<br><br>"My Teeter Tooter" - The Magic of Music<br>"Swinging" - Birchard Music Series<br>"Up and Down"<br><br>Up and down, up and down<br>Clap, clap, clap and turn around<br>Up and down, up and down<br>Clap, clap, clap and then sit down. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Learns many kinds of action songs and games.<br><br>BEHAVIORAL OBJECTIVE: When given the opportunity most of the learners will demonstrate their knowledge of one song by performing it with the group. | Suggested Action Songs:<br><br>"Head, Shoulders, Baby, One, Two, Three"<br>"Looby Loo"<br>"Ten Little Indians"<br>"Farmer in the Dell"<br>"London Bridge"<br>"Mulberry Bush"<br>"I'm a Little Tea Pot"<br>"If You're Happy and You Know It, Clap Your Hands"<br>"Jack and Jill"<br>"Hokey Pokey" |

MUSIC

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Develops cognitive ideas through songs.<br><br>BEHAVIORAL OBJECTIVE: At the conclusion of a unit, most of the learners will be able to sing one song pertaining to that unit. | 1. Transportation<br><br>"At the Airport" - Birchard<br>"The Train" - Making Music Your Own<br>"I Saw Three Ships" - The Magic of Music<br><br>(Most Kindergarten music books contain songs pertaining to most holidays, animals, family living, the seasons, as well as patriotic selections.) |
| GOAL: Learns to sing by singing.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will demonstrate their skill in singing a song of their choice, either alone or in a group. | 1. Begin by singing nursery rhymes and old familiar songs. Then introduce new songs.<br><br>2. Sing a "learning names song," to the tune of "The Muffin Man."<br><br>Oh do you know the principal, the principal, the principal<br>Oh do you know the principal, the principal, the principal<br>Oh do you know the principal, his name is Mr. _____.<br><br>(Substitute teacher, secretary, nurse, etc.)<br><br>3. Sing "Walk to School" (Making Music Your Own) and substitute other words:<br><br>Clap your hands<br>Nod your head<br>Shake your hands<br>Wiggle your feet<br>Wink your eye, etc.<br>Bounce a ball<br><br>4. Sing a "goodbye song" to the tune of "Happy Birthday." |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| | Goodbye for today, goodbye for today<br>We'll see you tomorrow, goodbye for today<br><br>(Review songs frequently. Play melodies or rhythm patterns and ask children to identify them.) |
| GOAL: Learns to follow directions through music.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will demonstrate skill in following directions by performing actions appropriate to a song. | 1. Play "We're Going on a Bear Hunt" - (Children act out phrases)<br><br>We're going on a bear hunt (Use hands beating on thighs for the walking beat. Use hands for other actions.)<br>Put on your hat<br>Get your gun<br>Open the door<br>Close the door<br>Let's go!<br><br>We're coming to some tall grass<br>Can't go round it<br>Can't go over it<br>Can't go under it<br>Guess I'll go through it<br><br>We're coming to a swamp<br>Can't go round it<br>Can't go over it<br>Can't go under it<br>Guess I'll go through it<br><br>We're coming to a cave<br>Can't go round it<br>Can't go over it<br>Can't go under it<br>Guess I'll go in it<br><br>Ooooh it's dark in here<br>A BEAR! |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| | (Repeat all action verses until you reach the house - Open the door, close the door, The End.) |
| GOAL: Learns to follow directions through music.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will demonstrate skill in following directions by performing actions appropriate to a song. | 2. Sing routine directions, created by children and teacher.<br><br>(Clean up time, circle time, resting time, etc.)<br><br>3. Suggested Singing Games and Finger Plays:<br><br>This Old Man<br>Looby Loo<br>I'm Tall, I'm Small<br>The Old Brass Wagon<br>If You're Happy<br>See Me Go Up, Up, Up - (finger play) |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Develops cognitive ideas through songs.<br><br>BEHAVIORAL OBJECTIVE: At the conclusion of a unit, most of the learners will be able to sing one song pertaining to that unit. | 1. Colors<br><br>"The Leaves" - Birchard<br>"Little Boy Blue"<br>"Mary Wore a Red Dress" - Making Music Your Own<br><br>2. Numbers<br><br>"Ten Little Indians"<br>"This Old Man"<br><br>3. Self<br><br>Birthday Song<br>"Tell Me Your Name, Please" - Birchard Music Series<br>"Good Morning To You" - Making Music Your Own<br><br>4. Health and Safety<br><br>"Setting the Table" - Music For Early Childhood<br>"Traffic Lights" - Birchard<br><br>5. Space, Stars, and Moon<br><br>"Twinkle, Twinkle, Little Star"<br>"Rocketship" - Birchard<br>"Down at the Launch Pad" (Tund: "Down at the Station")<br><br>Down at the launch pad, early in the morning<br>See the Saturn V, ready to go<br>See the engineer now, ready for the countdown<br>4, 3, 2, 1, off it goes. Wooosh---------- |

## HOMEMADE INSTRUMENTS

Not all instruments need to be purchased. Some can be made quickly and inexpensively at home or in the classroom by the children.

Styrofoam cups - The open end beat against wood or the floor makes a sound similar to clopping horses.

Cup Shakers - Paper cups taped together and filled with dried corn or beans.

Plate Shakers - Pie pans or paper plates filled with puffed cereal or beans. Plates are stapled together.

Tambourine - Paper or aluminum plates with jingle bells attached around the edges. A piece of plastic, naugahyde, or cloth clipped between embroidery hoops with jungle bells attached to the outside. Bells can be attached with safety pins, wire, or strong thread. If bells are not available, pop bottle caps may be used.

Drums - Large metal can with inner tube top and bottom.

Ankle and Wrist Rattles - String together plastic or metal discs, bells, spools or bottle caps. Sew on a piece of elastic ribbon which can be fastened to the wrist of ankles by a snap or ties.

Cymbals - Drill a hole in the center of two pie tins and attach a cupboard knob or spool to each. These can be used in pairs or used as one and beat with a small stick or pencil.

Gourd Rattles - Gourds are light in weight and have a natural built-in rattle. Dry them and then shellac them.

Hand Rattles - Small metal cans or small cardboard cartons. Baby food or baking powder cans are a good size. Cans can be filled with pebbles, beans, popcorn,beads, etc. Be sure to fit lid on securely.

Castenets - Punch holes in two bottle tops. Fasten with a string to each end of a strip of heavy cardboard about 2 inches by 6 inches. Bend the cardboard in the center so that the tops will strike each other when held between thumb and forefinger.

Jingle Clogs - Wooden paint stirrers or scrap lumber about 6 inches long. These can be shellaced or painted if you wish. Remove cork linings from bottle caps and nail two in the top of the strip of wood, loosely enough so they will jingle. If you do not wish to use nails, two holes can be drilled in the wood strip and bottle caps can be strung with heavy twine.

Rhythm Sticks - Cut 1/2 inch doweling into 12-inch lengths. Smooth the ends with sandpaper. Shellac, varnish or paint.

Claves - These are sticks which are shorter and wider than rhythm sticks. Use one-inch doweling cut to about 6 inches. To play, cup one in your hand and play with the other.

Minstrel Bones - Save bones from short ribs of beef. Clean with hot water and soap or bleach. Paint them if you wish. Play these as you do claves.

Sand Blocks - Choose two blocks of wood about the same size. Cover one side of each with sandpaper - rough side up. Use glue or nails. To play, rub sandpaper sides together.

Morache - Use a piece of wood about 1/2 inch thick, 2 inches wide, and 12 to 24 inches long. Cut notches in one edge about every 1/2 inch. Use a 1/2 or 3/4 inch dowel as a scraper. To play, hold one end of the morache on an inverted metal pan for greater resonance.

Flower Pot Bells - Flower pots have definite pitches when tapped lightly. Larger pots are deeper in tone. These can be arranged to form a scale or simply hung to be played as bells. Knot a heavy twine (or clothesline) and push through the hole in the end of the flowerpot. Hand your series of pots from a wooden rod over the backs of two chairs or make a box frame.

Nails - Different size nails can be strung and hit with another nail

Plastic Bleach Bottle - Blow across mouth to produce a flute sound. Put water in bottle and sound changes.

Glasses - Fill glasses with different amounts of water. Can be play by hitting with a spoon.

Cocoanut Shells - Hit together for a tone block type sound.

Tooter - Cover one end of a cardboard roll with tissue paper and hold in place with a rubber band. Blow in for a buzzing sound.

Comb Tooter - Fold wax paper across a small pocket comb. Blow a buzzing sound through the teeth of the comb and wax paper.

## NUMBER RELATIONSHIPS

Children begin their first year at school with a wide background in number experiences. These experiences are generally of a socially significant nature (i.e. adjusting to the environment, ordering possessions and situations involving use of measurement and use of money).[1] Since these experiences are a part of their daily living, they have not been planned and organized to insure that the young child is developing all the desired number relationships.

The child lives in a world of concrete objects. Therefore, it is the aim of the kindergarten number program to help the child learn to react orally and actively to concepts of quantitative dimensions through a controlled progression from concrete materials to abstract concepts. There is little doubt that successful experiences with numbers in real situations in kindergarten tend to develop favorable attitudes toward the subject and to instill in children curiosities and interests in quantitative approaches. There is evidence that children retain number concepts learned in kindergarten for considerable periods of time and are able to apply them in theory and practice later.[2]

Planning for number experiences should be flexible, but so planned and organized that learning is provided through functional and incidental situations. The teacher should correlate number relationships with other program experiences such as: stories, poems, songs, play, science, art and language. The teacher recog-

nizes that the children are ready for experiences that build on and extend previous expreiences. Vocabulary can be used and readily understood by the average child and used in any activity that is suitable for a child development program.

When the following goals of the kindergarten number program are achieved, it is hoped that the teacher will move into Level A of the Brevard County Math Continuum.

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1. J.L.Marks, C.R.Purdy and L.B.Kinney, Teaching Arithmetic for Understanding, McGraw-Hill, New York, 1958, p.1.

2. E.M.Fuller, What Research Says to the Teacher: About the Kindergarten, National Education Association, 1961, p.14.

# NUMBER RELATIONSHIPS
## Goals

### Numeration

1. Classifies objects by characteristics.
   Given a box of beads, learners will first classify them according to color and then reclassify according to shape.

2. Orders objects according to characteristics.
   Given three different size balls, most of the learners will put them in ascending or descending order according to size.

3. Identifies sets.
   When shown a picture of animals and asked, "What is this a set of?", most of the learners will respond, "a set of animals."

4. Matches sets of objects in a one-to-one correspondence.
   When given two sets of blocks, the majority of the learners will demonstrate a one-to-one correspondence.

5. Works informally with the concept of zero.
   When asked how many elephants are in the room, most of the learners will respond none.

6. Counts orally from one through ten.
   The majority of the learners will count objects by "ones" to ten.

7. Recognizes sets without counting (to six).
   When shown sets of objects in the patterns stated, the majority of the learners will identify the numbers without counting.

8. Works informally with the concept of pair.
   When shown three shoes, two of which make a pair, most of the learners will identify a pair of shoes.

9. Recognizes the numerals zero through ten.
   When shown a set of cards with the numerals zero through ten, the majority of the learners will identify the numerals.

10. Matches numerals to appropriate sets.
    Most of the learners will match the appropriate numeral to sets on a flannel board.

11. Uses ordinals to denote position.
    Most of the learners will correctly identify who is first, second, etc. in line.

Addition and Subtraction

Performs mathematical processes.
Given a set of objects up to ten, most of the learners will illustrate addition and subtraction facts.

Fractions

Works informally with the concept of half.
When shown three papers folded differently, most of the learners will correctly identify a sheet of paper folded in half.

Geometry

1. Recognizes geometric shapes (circle, square, triangle and rectangle).
   Most of the learners will identify three of the four basic shapes when shown to them.

2. Uses vocabulary to express size and shape.
   Most of the learners will describe an object by mentioning size and shape.

3. Reproduces the four basic shapes.
   Most of the learners will reproduce three of the four basic shapes when asked to draw them.

Money

Identifies pennies, nickels, dimes and quarters.
When shown real coins, most of the learners will correctly identify three of them.

Systems of Measurement

Experiments with various systems of measurement.
Most of the learners will demonstrate skill in experimenting with systems of measurement as judged by the teacher.

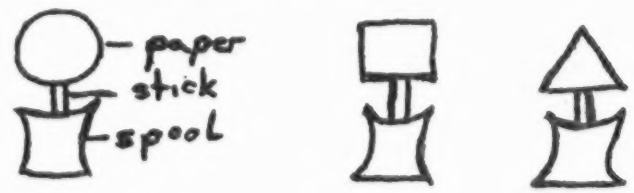
Time

Develops a beginning knowledge of time duration and sequence.
Learners will verbally demonstrate their beginning understanding of time by using such terms as: this morning, tonight or today.

Special Topics

1. Recognizes patterns.
   When the teacher starts a pattern while stringing beads, most of the learners can continue it.

2. Gets a feeling of space.
   Most of the learners will describe where an object is in relation to the position of his body.

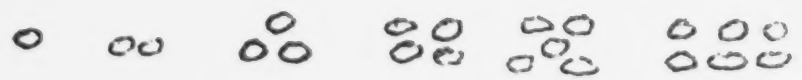
| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Classifies by characteristics<br><br>BEHAVIORAL OBJECTIVE: Given a box of beads, learners will first classify them according to color and then reclassify according to shape. | 1. Sorts flannel board shapes.<br>2. Sorts piles of spools, bottle caps, buttons, nuts and bolts.<br>3. Sorts according to likenesses in color, size, shape.<br>4. Sorts according to differences in color, size, shape.<br>5. Game - Spool Match<br>Make spools with shapes<br>  <br>6. Game - Feel Box<br>Child feels an object that he cannot see in a box and describes it as to size - big or little, thick or thin, long or short, etc.<br>7. Follows directions with flannel shapes such as: Point to the larger duck.<br>8. Listens to stories involving size such as: Big and Little, Up and Down by Ethel Berkley.<br>9. Plays games which require verbalization of ideas of size and quantity such as: Lotto, puzzles, and blocks, etc. |

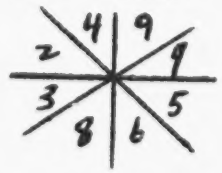
| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Orders objects according to characteristics.<br><br>BEHAVIORAL OBJECTIVE: Given 3 different sized balls, learners will put them in ascending or descending order according to size. | 1. Puts objects in order according to size:<br>sticks<br>ropes<br>children<br>crayons<br>pencils<br>shapes<br>balls<br><br>2. Puts objects in order according to height, weight, color, and shape.<br><br>3. Puts set cards in order from fewest to largest. |
| GOAL: Identifies sets.<br><br>BEHAVIORAL OBJECTIVE: When shown a picture of animals and asked "What is this a set of?" learners will respond, "a set of animals." | 1. Identifies sets of characters in books such as: The 3 Bears, Hansel and Gretel, The 3 Billy Goats Gruff, Millions of Cats or 101 Dalmations.<br><br>2. Names the set of boys or girls in class: Game - Simon Says:<br>"All boys stand up."<br>"Girls sit down."<br>"Those who have on red, clap their hands."(Set of children wearing red).<br><br>3. Uses set to mean group, bunch, some, one, no objects.<br><br>4. Uses flannel board and follows directions:<br>"Put a set of trees on the flannel board."<br>"Separate the sets of rabbits and ducks."<br>"Make the same set as I have made."<br><br>5. Identifies sets of dots on Kinder - Dominoes. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Matches sets of objects in a one-to-one correspondence.<br><br>BEHAVIORAL OBJECTIVE: Given two sets of blocks, the majority of learners will demonstrates a one-to-one correspondence. | 1. Matches milk - children<br>chairs - tables<br>scissors - children<br>crayons - children<br>paint - brushes<br>books - children<br>2. Uses flannel board cut-outs to match and compare sets.<br>3. Matches sets and compares using:<br>fewer - more<br>one more than<br>not enough<br>same - different<br>larger - smaller<br>4. Uses Kinder - Dominoes to match sets. |
| GOAL: Works informally with the concept of zero.<br><br>BEHAVIORAL OBJECTIVE: When asked how many elephants are in the room, learners will say none. | 1. (If there are no members in a set such as no scissors in the box or no pegs in the pegboard, call it an "empty set" or say that there are zero number of scissors or pegs).<br>2. Poem:<br><br>If one forest pixie<br>Was standing on his head,<br>How many would be left to see<br>If he went home to bed?<br>I - I = 0 |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Counts orally from one through ten.<br><br>BEHAVIORAL OBJECTIVE: The majority of the learners will count objects by "ones" to ten. | 1. Counts children in room; or balls, beads, blocks, crayons, scissors, paints, books, records, boys present, girls present.<br><br>2. Sings counting songs:<br>Angel Band<br>Five Little Ducks (Laidlaw Math Primer)<br>This Old Man<br>Over in the Meadow (Scott-Foresman First Talking Storybook Box)<br><br>3. Says counting rhymes:<br>1, 2 Buckle Your Shoe<br><br>1, 2, 3, 4, 5,<br>Once I caught a hare alive.<br>6, 7, 8, 9, 10<br>Then I let him go again.<br><br>Five little witches sitting on a gate,<br>The first one said, "My it's getting late!"<br>The second one said, "There are witches in the air."<br>The third one said, "We don't care."<br>The fourth one said, "Let's have some fun."<br>The fifth one said, "Let's run; let's run."<br>Who-o-o-o-o went the wind and out went the light,<br>And the five little witches danced out of sight.<br><br>4. Listens to poems:<br><br>10 little bluebirds perched on a pine,<br>1 flew away and then there were 9.<br><br>9 little bluebirds sitting up late,<br>1 flew away and then there were 8.<br><br>8 little bluebirds looking high to heaven,<br>1 flew away and then there were 7.<br><br>7 little bluebirds picking up sticks,<br>1 flew away and then there were 6. |

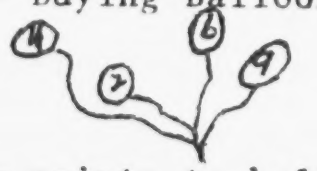
| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Counts orally from one through ten.<br><br>BEHAVIORAL OBJECTIVE: The majority of the learners will count objects by "ones" to ten. | 6 little bluebirds glad to be alive,<br>1 flew away and then there were 5.<br><br>5 little bluebirds sitting on a door,<br>1 flew away and then there were 4.<br><br>4 little bluebirds singing merrily,<br>1 flew away and then there were 3.<br><br>3 little bluebirds hidden in a shoe,<br>1 flew away and then there were 2.<br><br>2 little bluebirds pecking at a crumb,<br>1 flew away and then there was 1.<br><br>1 little bluebird chirping in the sun,<br>1 flew away and then there was none.<br><br>5. BOUNCE THE BALL<br>Child bounces ball while others count. Then he chooses one child to clap his hands the same number of times the ball was bounced.<br><br>6. CIRCUS PONIES<br><br>Ringmaster--------• 10 children "ponies"<br><br>Each child is given a number by the teacher; ponies trot around the ringmaster until he calls a number; then they stop. The pony whose number he called must stomp his feet that number of times. If he's wrong, he must sit down, if he's right he's the new ringmaster. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| | 7. Puts numeral train in order. (Teacher makes train with numerals on cars and children put in order.)<br><br>8. Uses "walk-on" number line. |
| GOAL: Recognizes sets to 6 without counting.<br><br>BEHAVIORAL OBJECTIVE: When shown sets of objects in the patterns stated, the learner identifies the number without counting. | 1. (The child should see sets from 1 - 6 arranged in these patterns when possible).<br><br>  <br><br>2. The child should have many opportunities to see and count sets in patterns to 6 so that eventually he can recognize these patterns without counting.<br><br>3. Uses flash cards with pictures or dominoes with dots. |
| GOAL: Works informally with the concept of pair.<br><br>BEHAVIORAL OBJECTIVE: When shown 3 shoes, 2 of which make a pair, learners will identify a pair of shoes. | Names things that come in pairs:<br><br>shoes — feet<br>socks — eyes<br>pants — hands<br>gloves — ears<br>glasses — legs |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Recognizes numerals 0 through 10.<br><br>BEHAVIORAL OBJECTIVE: When shown a set of cards with numerals 0 - 10, the learners will identify the numerals. | 1. Notes numerals at home:<br>telephone<br>address<br>toys<br>books<br><br>2. Notes numerals at school:<br>room numbers<br>toys<br>books, stories, poems<br>charts<br>bulletin boards<br>clock<br>ages, birthday<br>number games<br><br>3. Uses flash cards.<br><br>4. Game<br>Leader (teacher) writes numeral (or letter) on board and children name it before leader erases it.<br><br>5. Game - Round and Round We Go<br>  <br><br>(Draw "wheel" on board)<br><br>Leader waves hand around wheel,<br>Chanting: "Round and round we go,<br>Where we stop, who knows?"<br>Leader points to number and calls on child to guess. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|

6. Game - Buying Balloons




(Draw on board) or pin up construction paper balloons

Leader points to balloon and chooses child to buy it. If child can name numberal, he can "buy" it.

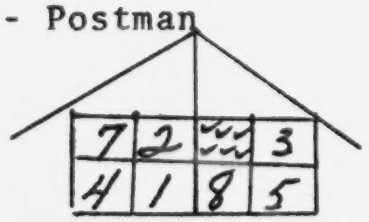
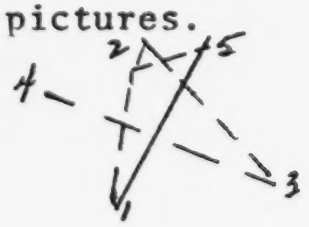
7. Game - Show Me

Leader says "Show me...3"; children either write 3 or show individual flash card with 3. May change to shapes instead of numerals.

8. Number Poem

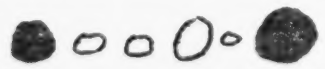
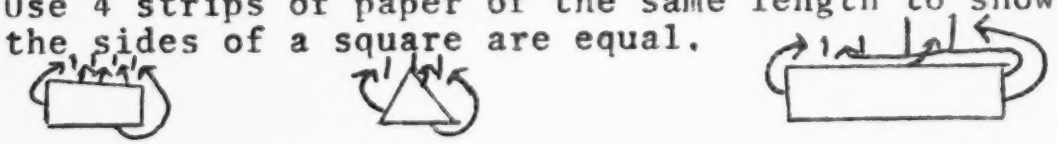
Number I stands straight and tall,
He doesn't bend his back at all.
Number 2 bows to say, how do you do today?
Number 3 is as crooked as can be.
Number 4 keeps his foot on the floor.
Number 5 has a cave in which to hide.
Number 6 plays such funny tricks.
Number 7 reaches almost up to heaven.
Number 8 looks like a double gate.
Number 9 holds his head up all the time.
Number 10 - I guess I'll just begin again.

9. Numeral Song (to tune of "Mulberry Bush")

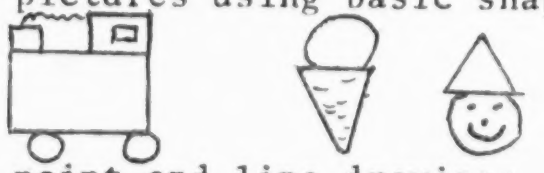
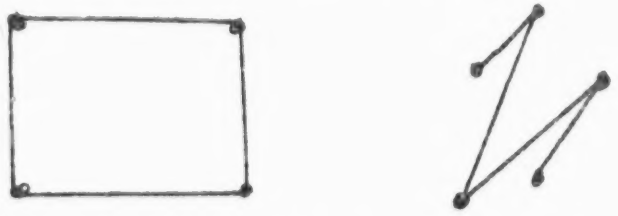
| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Matches numbers to appropriate sets.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will match the appropriate numeral to sets on a flannel board. | 1. Uses flannel board.<br><br>2. Draws or cuts out sets of objects and labels.<br><br>3. Makes Number Book: Child draws sets of objects from 0 - 10 on separate pages. Label sets. Staple together with cover for booklet. May also cut sets from magazines.<br><br>4. Game - Postman<br>  <br><br>(Draw on board) or construct a chart with pockets<br>The numeral indicates the number of letters (checks) each box gets. Child postman delivers letter by putting checks in box or placing actual envelopes into pockets.<br><br>5. Game - "Knock, Knock"<br><br>Teacher: "Knock, Knock"<br>Children: "Who's there?"<br>Teacher: "I'm a number coming to visit you. Listen, and see if you can tell my name."<br>Teacher knocks on table 3 times.<br>Children: "Come in, Mrs. Three."<br><br>6. Connects dots to make pictures.<br>  <br> |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Works informally with the concept of half.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will correctly identify a sheet of paper folded in half, when shown three papers folded differently. | 1. Folds paper into halves.<br>2. Divides sets of crayons, blocks, beads, class, milk, cookies, paint or flowers in half.<br>3. Fills jars half full of water.<br>4. Comes to school half - day.<br>5. Watches TV program, plays, rests for half hour. |
| GOAL: Uses ordinals to denote position.<br><br>BEHAVIORAL OBJECTIVE: Most learners will correctly identify who's first, second and last in line. | 1. Hears and uses terms such as:<br>1st, 2nd, last in line<br>1st, 2nd, table<br>1st, 3rd, 5th grade<br>1st, 4th, song<br>2. Follows directions given in order.<br>Game: Teacher gives directions, chooses child to follow while others watch to make sure he's correct.<br>3. Points to first object, picture on flannel board.<br>4. Arranges pictures in sequence. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Performs mathematical processes with concrete objects.<br><br>BEHAVIORAL OBJECTIVE: Given a set of objects up to ten, learners will illustrate addition and subtraction facts. | 1. Everday activities involve the use of mathematical processes. An alert teacher will make the most of these experiences. She may use crayons, blocks, beads, other children, puzzle pieces or tinkertoys to illustrate the processes of adding (joining sets), subtracting (separating sets), multiplying and dividing in a functional setting. For example: She may notice that there are two piles of blocks on the floor. So she says:<br>"John, can you tell me how many blocks are in this pile?" 5<br>"Bill, how many are in the other pile?" +3<br>"Let's make 1 pile; now how many are there? 8<br>So five and three are ___?___. Children supply answer 8.<br><br>2. Game - Dice<br>Children roll two large wooden cubes with dots, then add numbers on top of each to get total.<br><br>3. Game - Bowling<br>When children roll ball and knock down pins, they tell how many there are left and how many they knocked down. (Use inexpensive toy sets, used commercial pins, or plastic milk bottles.)<br><br>4. Game - Duck Family<br>Use flannel board Mama + 2 children = 3 etc.<br><br>5. Game - Use three cans and beads for adding and subtracting. Transfer objects from cans a and b into can c. Name the new set.<br><br>a + b = c<br> <br><br>6. Create stories: Mary had 1 scoop of ice cream and the man gave her 1 more, then how many does she have? |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Recognizes geometric shapes.<br><br>BEHAVIORAL OBJECTIVE: Learners will identify three of the four basic shapes (circle, square, triangle, and rectangle) when shown to them. | 1. Finds shapes in room (tables, boards, blocks, toys).<br>2. Identifies shapes in pictures.<br>3. Identifies or cuts out shapes form magazines.<br>4. Picks shapes from among other objects on flannel board.<br>5. Plays Color and Shape Game.<br>  <br>"Which circles are the same color?"<br>"Which circle is the smallest?"<br>"Which circle is the largest?"<br>"Which circles are the same color and the same size?"<br>"Which circles are the same size but different colors?"<br>6. Use 4 strips of paper of the same length to show that the sides of a square are equal.<br>  <br>Use paper strips to show sides of rectangle or triangle.<br>7. Plays "Show Me" using paper shapes.<br>8. Plays "Finish the Shape": Leader draws part of shape and lets children finish it.<br> |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| | 9. Sings songs such as:<br>"Did You Ever See a Circle" to the tune of ("Did You Ever See a Lassie")<br><br>Did you ever see a circle, a circle, a circle?<br>Did vou ever see a circle? Please show us one now.<br>Oh Mary, Oh Mary, Oh Mary, Oh Mary,<br>Did you ever see a circle? Please show us one now.<br>(The group sings and the child who is named identifies or draws the shape.) |
| GOAL: Uses vocabulary to express size and shape.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will describe an object by mentioning size and shape. | 1. Compares balls, tables, boards, paper, books and blocks verbally.<br><br>2. Game - I Spy<br>Child describes object by saying: "I spy...something big and round (it's white). Others try to guess what the object is.<br><br>3. Uses vocabulary:<br>big - little<br>high(-er,-est)<br>small(-er, est)<br>tall(-er,-est)<br>long(-er,-est)<br>big(-er,-est)<br>large(-er,-est)<br>far - near<br>short (-er,-est)<br>farther(-est)<br>more, many<br>wide - narrow<br>as long as<br>as wide as |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Reproduces the four basic shapes.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will reproduce three of the four basic shapes when asked to draw them. | 1. May trace shapes or use templates.<br>2. Draws pictures using basic shapes.  <br>3. Makes point and line drawings. Children draw points on their papers and then draw lines connecting these points.  |
| GOAL: Identifies pennies, nickels, dimes and quarters.<br><br>BEHAVIORAL OBJECTIVE: When shown a real penny, a nickel, a dime and a quarter, most of the learners will correctly identify three of them. | 1. Discuss coins brought to school by children for milk, lunch, parties or shows.<br>2. Plays "store", buys goods and makes change. |
| GOAL: Begins to understand liquid measures. | 1. Plays in water.<br>2. Measures for cooking activity.<br>3. Helps mix paint. |

NUMBER RELATIONSHIPS

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Begins to understand linear measurement.<br><br>BEHAVIORAL OBJECTIVE: While playing with blocks, learners will demonstrate their ability to understand linear measurement by substituting 2 short blocks for 1 long one. | 1. Experiment with rulers, yardsticks, tape measures or lengths of string.<br>2. Measures by "jumps", "hops", "steps" and "blocks".<br>3. Measures own growth throughout year.<br>4. Measures growth of plants, trees, grass and animals.<br>5. Use globes and maps to illustrate models of distance. |
| GOAL: Develops an understanding of weight.<br><br>BEHAVIORAL OBJECTIVE: When asked which is heavier, a truck or feather, most learners will respond, "Truck." | 1. Discusses objects that are light and heavy.<br>2. Compares his own weight at beginning and end of school year.<br>3. Uses balancing scale and measures in "blocks", "beads". |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Understands duration of time and time sequence.<br><br>BEHAVIORAL OBJECTIVE: Learners will verbally demonstrate their beginning understanding of time by using terms such as: tonight, tomorrow and yesterday. | 1. Functional experiences such as:<br>It's time for a story.<br>It's 9:30, time for snack.<br>Yesterday was rainy.<br>Christmas was last month.<br>Easter comes next month.<br>We're early today.<br>When both hands are on the 12, it's time for lunch.<br>Let's mark holidays on the calendar.<br><br>2. Names days of weeks.<br><br>3. Names months of year.<br><br>4. A paper chain may be made with loops to indicate the days until a certain holiday. Remove a loop each day to denote the passage of time. |
| GOAL: Recognizes patterns.<br><br>BEHAVIORAL OBJECTIVE: When teacher starts a pattern while stringing beads, most of the learners can continue it. | 1. Finds patterns in clothing, material, carpets.<br><br>2. Makes patterns while stringing beads according to color and/or shape.<br><br>3. Makes and reproduces patterns on peg boards. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Gets a feeling of space.<br><br>BEHAVIORAL OBJECTIVE: Most of the learners will describe where an object is in relation to the position of his body. | 1. Twists, twirls, jumps, runs, skips, dances, swings, climbs hops.<br><br>2. Talks about right and left. (Teacher may make a very large left hand - 18" X 24" - for left side of room and same for right). Pledge flag with right hand.<br><br>3. Uses vocabulary such as:<br>under, over<br>on top of<br>front, middle, side, between<br>behind, in back of<br><br>4. Plays games such as: Pin the Tail on the Donkey.<br><br>5. Uses flannel board to follow directions such as: "Put the bird above the star.<br><br>6. Listens and dramatizes poems such as: "Jack, Be Nimble" or "Little Miss Muffet" involving spatial relationships.<br><br>7. Plays singing games such as Hokey Pokey or Looby Loo.<br><br>8. Plays Simon Says:<br>"Put your hands on your head." |

## SCIENCE

With the technological advancements and pressures of the space age, the area of science instruction has matured more than scientists or educators realize. The need for science was foreseen in an article: "A Program for Teaching Science", found in The Thirty-First Yearbook of the National Society for the Study of Education in which it was stated that a continuous, sequential program of science instruction should extend from the kindergarten through the twelfth grade. Science is one of the most rapidly developing areas of instruction in the present elementary school curriculum.

Therefore, the kindergarten science program should be concerned with more than technology. Science is a way of life; an open-ended process which the child can utilize to explain the natural phenomena of the world in which he lives.

The kindergarten science program should be the basis upon which the child can build his future scientific knowledge. The program should be a well-balanced one in which varied opportunities are afforded the child to explore three major areas: the earth and the universe, living things, and matter and energy. The kindergarten science program should offer opportunities for demonstrations, activities for active participation, nature and field trips. Resource persons should be brought into the classroom to talk to the child on his level of understanding. Each activity should reinforce the learning process of the less apt (slow) child; it should also challenge and extend the knowledge and understanding of the fast learner.

Basic science information should proceed from the simple to the more complex as the children grow in maturity. The children will then have an opportunity to grow in the development of desirable behaviors, to acquire experience in solving problems, thinking critically and learning to utilize effective methods of working with others.

To the kindergarten child, every day is a new experience--a day filled with wonder, excitement and curiosity. The teacher must help the child identify elements of science in providing experimentation, discovery and problem solving. She tries to help children answer their questions of who, what and how. How big is it? What color is it? What does it feel like? What does it taste like? Is it rough? Is it smooth? Thus, he learns by finding answers to his questions.

## SCIENCE
## Goals

1. Develops a knowledge of conditions essential to life such as air, water, food and sunlight.

   At the conclusion of a unit on living things, the majority of the learners will demonstrate knowledge of conditions necessary to life by naming at least four of the essential elements (air, water, food and sunlight) with no learner naming fewer than two.

2. Distinguishes between plants and animals.

   At the conclusion of a unit on living things, learners, will distinguish between pictures of plants and animals by identifying those pictures which are plants and those which are animals.

3. Describes natural phenomena.

   Following a unit on the environment, learners will name and verbally describe four natural phenomena, for example; rain, snow, lightning, hurricane with no learner naming fewer than two.

4. Identifies sounds.

   After listening to everyday sounds, the majority of the learners will identify three out of five sounds.

5. Classifies objects into living or non-living categories.

   Given a set of ten specimens, the majority of the learners will classify the objects into living and non-living categories.

6. Develops the ability to describe plants and animals by characteristics.

   Given a group of plant or animal pictures, most of the learners will select one picture and name at least three physical characteristics with no learner naming fewer than two.

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Develops a knowledge of conditions essential to life such as air, water, food and sunlight.<br><br>BEHAVIORAL OBJECTIVE: At the conclusion of a unit on living things, the majority of the learners will demonstrate knowledge of conditions necessary to life by naming at least three of the essential elements (air, water, food, and sunlight) with no learner naming fewer than two. | AIR<br><br>1. Fill two containers with soil and place on a table. Plant a healthy plant in each. Cover one tightly and leave second one uncovered.<br><br>2. Moving air will produce music. Blow into a small bottle.<br><br>3. Each student makes a kite and flies the kite on a windy day.<br><br>4. Take a deep breath of air into your lungs.<br><br>5. Stand on the playground on a windy day. Do you feel the push of air?<br><br>6. Place a cardboard on top of a container filled with water. Hold the cardboard firmly, grasp bottom of container and turn bottoms-up-quickly. Remove your hand. (Air pressure will hold the cardboard securely to container.)<br><br>7. Blow up a balloon.<br><br>8. Place in a glass container a crushed paper napkin. Turn glass container bottoms-up and push straight down into an aquarium filled with water. (The inside of the glass container is filled with air and the napkin is therefore dry when brought out.)<br><br>WATER<br><br>1. Plant a seed in two separate containers - (dry beans, corn, bird seeds, peas.) Water container "A" and do not water container "B". |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|

2. (Boiling water will make steam.) Fill a pyrex beaker and heat on hot plate.

3. (Water will freeze and form ice cubes.) Fill an ice tray with water and place in the freezer.

4. (Soil contains water from which plants feed.) Put some soil in a tightly sealed jar and note the moisture on top and sides of jar.

5. (Example of an upward buoyant force exerted by water.) Allow children to push a beach or volley ball to the bottom of a tub of water.

6. (Water will evaporate.) Place in a beaker and note results.

FOOD

1. (Taste). Cut into cubes an apple and a pear. With students eyes closed, have them pick a cube. Eat it. Are they able to tell the apple from the pear?

2. Place salt on one piece of black paper and sugar on another. Are the students able to determine the salt from the sugar?

3. Visit a grocery store to learn to recognize new foods.

4. Give the class a "Juice party" - (orange, apple, grape or grapefruit juice.)

SUNLIGHT

1. Put 1 plant in sunlight and another in a dark area.

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| | 2. Wet a piece of material, put in sun and notice that the sun dries it.<br>3. Put a cold pan in the sun, let it stand 10 minutes, then feel it. (The sun gives us heat.)<br>4. Measure shadows at different times during the day. ( using a string or ruler)<br>5. A mirror under water in the sunlight will cause rainbow or spectrum on wall.<br>6. Place a magnifying glass in a position so that the sun passes through it to a piece of paper. (Be careful to stress the safety factor of starting fires in this way.) |



## PLANTS



| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Distinguishes between plants and animals.<br><br>BEHAVIORAL OBJECTIVE: At the conclusion of a unit on living things, learners when shown pictures of plants and animals, will distinguish between the two by identifying those pictures which are plants and those which are animals. | 1. Collect a variety of seeds and leaves.<br>2. Noti-e changes in a live tree from month to month.<br>3. Place a partly sprouting sweet potato in water.<br>4. Place soil in milk carton or muffin tins and plant seeds.<br>5. (To observe leaf buds) Collect twigs from a variety of tree<br>6. Show children seeds will scatter by throwing, blowing or rolling them.<br>7. Visit a greenhouse or florist.<br>8. With toothpicks and yarn, make a hanging basket. Cut the top from a carrot and hollow out the center. Place in water and watch grow. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|

ANIMALS

1. Search for animals in near by woods.
2. Set up an aquarium.
3. Make homes for animals.
4. Watch for birds and try to feed them.
5. Collect abandoned bird nests.
6. Observe homes prepared by different animals.
7. Visit a zoo.
8. Care for animals at school.
9. Watch hatching and development of tadpoles.
10. Collect and observe cocoons in the late fall or early spring.
11. Draw and mount large bird on tagboard. Let children find and glue feathers to outline.
12. (Note color, size, shape, number of legs, wings, feet, tail etc:) differences in various animals.
13. Touch Identification:
Let children touch pieces of fur, feathers, bones, etc., in a box.

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Describes natural phenomena.<br><br>BEHAVIORAL OBJECTIVE: Following a unit on the environment, learners will name and verbally describe four natural phenomena, for example, rain, snow, lightning, hurricane, with no learner naming fewer than two. | RAIN<br><br>1. Observe and discuss a rainbow after a shower of rain.<br>2. Let students observe sunlight through a prism.<br>3. Measureing rainfall in a pan: Place ruler in a pan outside during a rain.<br>4. Observe the sky: before, during and after a rain storm.<br>5. Watch the rain from the window.<br>6. Wash, dry and polish a fish bowl. Place shallow dish of water in bowl, cover tightly and leave overnight.<br>7. Observe changes in coloration of: buildings, grass, trees, streets and sidewalk.<br>8. Listen to the sound of the rainfall.<br>9. Observe different types of clothing worn by people while it is raining.<br>10. Open a window to note the difference in the smell.<br><br>SNOW<br><br>1. Watch a snowstorm on television or show films about snow.<br>2. Find pictures in magazines, books and newspapers.<br>3. Make make-believe snow with whipped dishwashing liquid.<br>4. Discuss the changes in dress and dress and drop in temperature. |

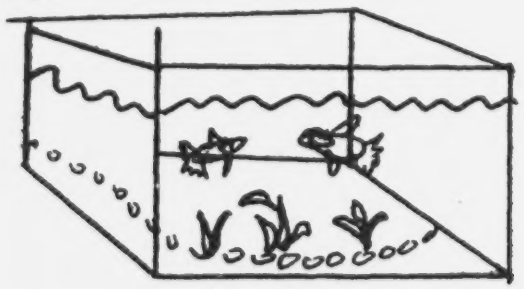
SCIENCE

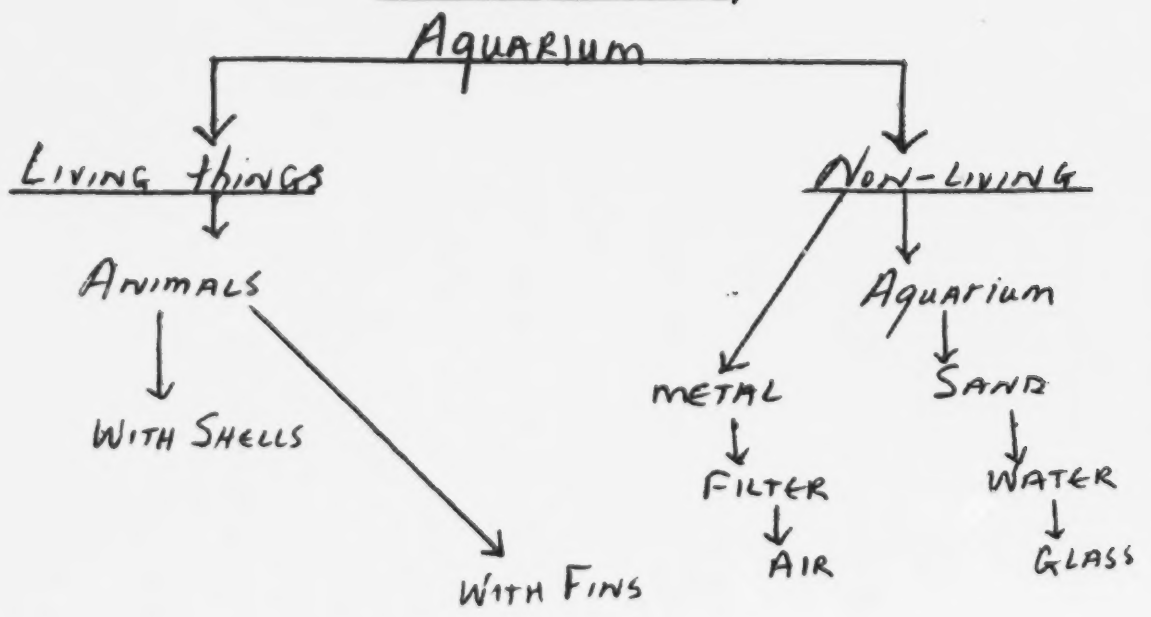
| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| | **LIGHTNING**<br>1. Notice zigzag patterns of lightning.<br>2. Notice which one comes first, thunder or lightning.<br>3. Discuss possible dangers of lightning.<br>4. Find pictures and draw pictures relative to lightning.<br><br>**HURRICANE**<br>1. Discuss what causes and what is a hurricane.<br>2. Bring in hurricane maps.<br>3. Airplane pilots help us observe and "seed" hurricanes to prevent destruction. |
| GOAL: Develops the ability to describe plants and animals by characteristics.<br><br>BEHAVIORAL OBJECTIVE: Given a group of plant or animal pictures, most of the learners will select one picture and name at least three physical characteristics, with no learners naming fewer than two. | 1. Collect and show pictures of various kinds of animals. Ask:<br>How are they covered (protected)?<br>How many feet?<br>Does it have a tail?<br>What color, shape and size is it?<br>2. Use Peabody Kit Level D - animals, fruits and vegetables.<br>3. Use Scott-Foresman Talkstarters: At the Zoo and At the Store. |

SCIENCE

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Identifies sounds.<br><br>BEHAVIORAL OBJECTIVE: After listening to everyday sounds, the class will identify three out of five sounds. | 1. Select a spot outside and remain quiet with eyes closed. Describe the activities going on around them as they interpret the sounds they hear.<br><br>2. Place on a table eight glasses of water with different levels of water in each. Tap on each for a different sound.<br><br>3. Using a piece of paper, make a funnel and talk through it.<br><br>4. Make a telephone<br><br>In the bottom of two cans make a hole with a nail. Pull a string taut through each hole and knot the end of the string. One child speaks into one can and the other child holds the other can to his ear and listens.<br><br>5. Listen and identify common sounds on a recording.<br><br>6. Construct musical instruments and listen to the variety of sounds.<br><br>7. Listen to singing voices of classmates, first loud and then soft.<br><br>8. Eat some cereal, celery, dry toast. Notice the different sounds.<br><br>9. Place a rubber band taut between two sticks or backs of two heavy chairs. Let students bang or hit on the band.<br><br>10. Tell difference between sounds heard in the city and sounds heard in the country.<br><br>11. Place an alarm clock on one end of a table and students put their ear against opposite end of the table.<br><br>12. Different objects will make different sounds: tap or hit on a stone, piece of wood, iron pipe, tin can, paper box, etc. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Classifies objects into living or non-living categories.<br><br>BEHAVIORAL OBJECTIVE: Given a set of ten specimens, the majority of learners will classify the objects into living and non-living categories. | 1. Take a nature walk to find birds and bird's nest. (Which is living thing? Non-living?)<br>2. Bring in pictures of living and non-living things. Have children identify and sort into 2 groups.<br>3. Take a trip to the zoo.<br>4. Discuss that living things move and need air, food, water, clothing and shelter.<br>5. Set up an aquarium and explain there are living and non-living things in it. |





## SOCIAL STUDIES

In the kindergarten, so much emphasis is placed upon the skills and attitudes which help children to work and play together harmoniously, that the entire program becomes a study in social living. It is here that children learn to share, take turns, respect the right of others, assume responsibility and develop independence.

Traditionally the social studies are designed to develop intelligent, responsible, self-directing individuals who can function well as members of groups with which they become identified, be it family, community or world. And in today's world of rapid change and astounding advances in science and technology, we cannot afford to delay providing children with an education for facing social problems until they are older. We must begin in the important early years.

A good kindergarten social studies program serves three main purposes:

1. Provides knowledge and understanding about the immediate environment.
2. Provides opportunities to explore.
3. Helps children value themselves and others.

The good teacher will use the goals and objectives that follow to guide her in the selection and development of learning activities. Her awareness of children's needs, interests and abilities will help her to adapt daily classroom procedures to achieve the objectives.

## SOCIAL STUDIES
### Goals

1. Gains knowledge of self as an individual.

   Each learner will demonstrate his understanding of himself as a person with a name by successfully participating in self-identifying activities.

2. Identifies self as a part of a larger group.

   Learners will demonstrate competence in working, playing and living as a member of a group, with each student participating in a non-hostile manner, as judged by the teacher.

3. Knows that each person has something to contribute toward the betterment of his community.

   Most of the learners will demonstrate the ability to recognize contributions of others by successfully identifying the contribution of at least one community helper.

4. Is aware of the physical environment and that it affects our lives.

   Most of the learners will demonstrate awareness of physical environment and its effect on our lives by selecting clothing for a particular season or a home for a specific environment.

5. Knows and appreciates the meaning of important holidays and special days.

   Most of the learners will name or draw something pertinent to the important holidays.

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Gains knowledge of self as an individual.<br><br>BEHAVIORAL OBJECTIVE: Learner will demonstrate his knowledge of himself as a person with a name, by participating successfully in self-identifying activities. | 1. Introduce everyone on the first day.<br><br>2. Sing song, "Hello, Everybody".<br><br>3. Have a full-length mirror in the room - looks in mirror and describes himself.<br><br>4. Make silhouettes of self as take-home projects for gifts. Use filmstrips projector.<br><br>5. Make life-size self-pictures: Child lays on large sheet of paper (kraft paper) and another traces around him. Color in clothing and features.<br><br>6. Make All About Me booklets: Teacher labels pages as-- This is me This is my favorite color This is my favorite food Children illustrate.<br><br>7. Label lockers and cubby holes.<br><br>8. Uses children's name in songs and games: "Where is Tommy?" to the tune of "Are You Sleeping."<br><br>9. Celebrate each child's birthday with an established procedure. |

SOCIAL STUDIES

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOALS: Identifies self as a part of a larger group.<br><br>BEHAVIORAL OBJECTIVE: Learners will demonstrate competence in working, playing, and living as a member of a group, with each student participating in a non-hostile manner as judged by the teacher. | 1. Make family pictures.<br><br>2. Make family booklets.<br><br>3. Read stories about families:<br><br>The Little Family by Lois Lenski<br>At Our House by Lois Lenski<br>Too Many Sisters by Jerrold Beim<br><br>4. Have a "picture show." (Children bring in snapshots of family members.)<br><br>5. Show film "The Family" - Coronet Films, Coronet Building, Chicago, Illinois.<br><br>6. Play in housekeeping corner. (Tea parties are good times for informal demonstrations of good manners.)<br><br>7. Have role-playing situations where children dramatize ways of showing kindness, thoughtfulness and courtesy to others.<br><br>8. Make up rules of courtesy and cooperation.<br><br>9. Make a "Room Helpers" Chart to designate responsibilities.<br><br>10. Make a chart of "good manners" words and actions.<br><br>(Ask questions such as, "What do you say when you bump into someone?" Answer: "Excuse me." The teacher writes this on a chart. When the list is completed, children may draw pictures to illustrate.)<br><br>11. Read and discuss stories about manners:<br><br>What Do You Do, Dear by Sesyle Joslin<br>What Do You Say, Dear<br><br>Use "Good Manners" record. |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Identifies self as a part of a larger group.<br><br>BEHAVIORAL OBJECTIVE: Learners will demonstrate competence in working, playing, and living as a member of a group, with each student participating in a non-hostile manner as judged by the teacher. | 12. Watch and discuss films on being a good citizen.<br><br>13. Make a list of classroom and playground rules.<br><br>14. Find pictures of things to do by yourself and things to do in a group. Sort into separate categories and make charts.<br><br>15. Invite school helpers to room to explain their duties and responsibilities.<br><br>16. Make a model of "Our School": (Use cardboard boxes)<br><br>17. Take photographs of children engaged in group activities--painting, listening to stories, etc.--and have developed for slide or filmstrip showing. |
| GOAL: Shows appreciation for some of our important holidays and special days.<br><br>BEHAVIORAL OBJECTIVE: Learners will name or draw something pertinent to the important holidays. | 1. Columbus Day<br><br>1. Read story of Christoper Columbus: Let's Find Out About Columbus by Martha Shapp.<br><br>2. Sing songs about Columbus: "Columbus" from Growing With Music, P. 154.<br><br>2. Thanksgiving Day<br><br>1. Discuss the first Thanksgiving. (Why the Pilgrims and Indians feasted together, what they ate, what games they played, etc.)<br><br>2. Churn butter. Pop corn.<br><br>3. Make Thank-you booklets to illustrate things for which we are thankful.<br><br>4. Listen to Thanksgiving stories and poems.<br><br>3. Christmas |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| | 1. Make Christmas gifts for parents.<br>2. Plan and have a Christmas party.<br>3. Decorate a Christmas tree. (Children can help make decorations for the tree.)<br>4. Listen to Christmas stories and poems.<br>5. Sing Christmas songs.<br>4. George Washington's Birthday<br>1. Listen to stories about George Washington.<br>2. Sing song "Yankee Doodle."<br>3. Listen to story about Washington, the flag and Betsy Ross. Discuss the care of and respect for our flag. Make flags and parade with them.<br>5. Other Holidays<br>1. Halloween<br>2. Lincoln's Birthday<br>3. Valentine's Day<br>4. St. Patrick Day<br>5. Easter<br>6. Memorial Day |
| GOAL: Shows appreciation for some of our important holidays and special day.<br><br>BEHAVIORAL OBJECTIVE: Learners will name or draw something pertinent to the important holidays. | |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Knows that each person has something to contribute toward the betterment of his community.<br><br>BEHAVIORAL OBJECTIVE: Learners will demonstrate the ability to recognize the contributions of others by successfully participating in most of the suggested activities. | 1. Collect pictures of community helpers.<br><br>2. Dramatize the work of community helpers using puppets. (Creative Playthings)<br><br>3. Invite a fireman (policeman, nurse, or doctor) to the class room. Have them explain their duties.<br><br>4. Read stories about community helpers:<br><br>Mike, the Milkman by Jane Barr<br>Policemen by Ina K. Dillon<br>Our Friendly Helpers by Elaine Hoffman<br><br>5. Make a flannel board display with a picture of a community helper. Use caption "What Can I Do For You." Children name as many things as they can. Change picture as new helper is introduced.<br><br>6. Show films and filmstrips on community helpers.<br><br>7. Discuss family roles:<br><br>Mother's work<br>Father's work<br><br>8. Read stories about family roles:<br><br>Daddies, What They Do All Day by Helen Puner<br>Fathers at Work by Ruth Radlauer<br>Where Are the Mothers? by Dorothy Marino<br><br>9. Use flannel board packet "Helping Mother." (David C. Cook Publishing Co.) |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Realizes that there is a physical environment and that it affects our lives.<br><br>BEHAVIORAL OBJECTIVE: Learners will demonstrate understanding of man's basic physical needs by discussing nutritional foods, clothing for a particular season and a home for a specific physical environment. | A. Study the seasons and how the change of seasons affects our lives.<br><br>1. Watch for and report on signs of spring (fall, winter, summer).<br><br>2. Take a nature walk during each season. Collect seeds, leaves, nuts or other things representative of the season. Watch for animals (birds, squirrels, etc.) and discuss actions pertaining to the season. (Birds build nests in the spring. Squirrels gather acorns in the fall).<br><br>3. Make a mural to depict the season(s).<br><br>4. Dress dolls (or paper dolls) appropriately for each season. (The magnetic manikins and adhesive clothes from the Peabody Language Development Kit, Level P may be used.)<br><br>5. Construct a clothing - store window. Cut mittens, scarves, goloshes and other articles from construction paper. Display clothing appropriate to each season in make-believe windows (use cellophane paper.)<br><br>6. Visit the school heating plant. Discuss how people might keep warm in winter without a central heating system.<br><br>7. Listen to a poem about seasons:<br><br>Sing a song of seasons!<br>Something bright in all!<br>Flowers in the summer<br>Fires in the fall.<br><br>(Child's Garden of Verses by Robert Louis Stevenson) |

| GOALS | SUGGESTED ACTIVITIES |
|---|---|
| GOAL: Realizes that there is a physical environment and that it affects our lives.<br><br>BEHAVIORAL OBJECTIVE: Learners will demonstrate understanding of man's basic physical needs by discussing nutritional foods, clothing for a particular season and a home for a specific physical environment. | 8. Listen to stories about the seasons:<br><br>Come Summer, Come Winter by Terry Shannon<br>All Ready for Summer by Leone Adelson<br>All Ready for Winter<br><br>B. Study the effects of weather on our lives.<br><br>1. Make weather charts.<br><br>2. Plan indoor activities for "rainy days."<br><br>3. Dress dolls appropriately for a rainy day.<br><br>4. Listen to stories about the weather:<br><br>Katy and the Big Snow by Virgina Burton<br>Big Snow by Francoise<br><br>C. Study plants and animals and their importance to us.<br><br>1. Visit a farm. Find out when the seeds are planted and when the vegetables are harvested. Discuss how the farm animals are useful to us.<br><br>2. Visit an orange grove. Look for blossoms and fruit. Discuss the times during the year when oranges are ready to be picked.<br><br>3. Prepare a four-seasons chart on foods. Collect pictures of fruit and vegetables that are most plentiful in each season.<br><br>4. Discuss trees as a source of lumber. Name objects in the room which are made of wood.<br><br>Listen to stories about trees:<br>A Tree is Nice by Janice Udry<br><br>View a film about trees:<br>How Trees Help Us (Coronet Films) |

## ORGANIZING FOR LEARNING

The kindergarten environment permits each child to utilize his abilities to the highest degree commensurate with his level of development. The program must be an expanding one, accepting each child's uniqueness and providing experiences where each can achieve success and develop his own approach to learning how to learn. The kindergarten program which respects readiness factors in five-year-olds is always significantly more individual than group oriented.

The program of the kindergarten can best be described by the ways in which teachers schedule activities and organize their classrooms. A well-balanced program includes:

1. Time for both quiet and active experiences.
2. Opportunities for child-selected as well as teacher-determinded activities.
3. Opportunities for individual and group activities.
4. Flexibility of scheduling so that children may stay with activities which interest them and also, when their interest wanes, move on to other activities.[1]

More specifically, the daily program provides for indoor and outdoor work and play, toileting and washing hands, rest, snack, inspection, group discussion, stories and music, arrival and departure.

The use of large blocks of time during the school day allows for maxiumum flexibility. A kindergarten session might be scheduled as follows:

8:30 - 8:45 Arrival
Children arrive and are greeted informally by the teacher. They share possessions and news, look at bulletin boards and make observations at the science center.

8:45 - 9:05 Group
Teacher and children plan day; take care of routines such as flag salute and song, choosing helpers, discussing calendar and weather. This time may be used for counting, recognizing colors, talking about the alphabet. This may be a time for discussions or unit study.

9:05 - 9:55 Activity Period
The work-play period becomes the heart of the day's program. Play is a child's work. At this time, the teacher is free to move about the classroom to give more individual help. She provides experiences for more information, makes suggestions, raises questions, mentions additional materials and gives appropriate guidance.

Children work with blocks, games, puzzles, books; with clay, paint and crayons; in the house-keeping corner or other areas for dramatic play. They experiment with magnets, and magnigying glasses and make observations in the science corner.

9:55 -10:20 Clean-up, Snack and Rest
After an activity period, children are encouraged to put away materials and otherwise clean up. This is also a time for washing hands and using the rest room. Snack is a "picker up" and rest is a relaxation time after an active experience.

10:20 -10:35 Music (Rhythms and Dramatization)
Music is often used throughout the entire day as a change of pace or to regain attention of the children. At this time, we are concerned with enjoyment, exploration and the experience itself, rather than the finished product.

10:35 -11:00 Outdoor Activity Time
Encourage children to have fun, climb, jump and generally make use of large equipment. Some simple group games may also be appropriate.

11:00 -11:15 Story Time
Teacher reads stories and shows filmstrips or movies at this time. She may allow children to dramatize or retell the stories in sequence.

11:15 -11:30 Evaluation and Dismissal
May use this time to discuss manners or how children got along with others during the day. May suggest improvements or compliment individuals on exceptional behavior.

Allow time for children to collect their belongings.

Teacher may give a "clue" to what they can look forward to the next day.

* * * * *

## Unit Planning

Unit study in kindergarten can be a starting point for the beginning awareness of the interrelatedness of the disciplines. Science, social studies and the seasons lend themselves especially well to unit planning. A unit usually includes: objectives, content, activities and materials. Music, art and language experiences may be developed under the unit topics. Some suggested units are:

Science-

Air
Animals
Birds
Conservation

Farm

Magnets
Pets

Plants
Space

Water
Weather
Wind
Zoo

Seasonal-

Summer
Fall
Winter
Spring
Halloween
Thanksgiving
Christmas
Valentine's Day
St. Patrick's Day
Easter

Social Studies-

| | |
|---|---|
| Community helpers | Circus |
| Families | Cowboys |
| Flag, U.S. | Indians |
| People in other lands | Pirates |
| Washington, Lincoln birthdays | Transportation |

Miscellaneous-

Colors
Good Manners
Health
Listening
Numbers
Nursery rhymes
Safety

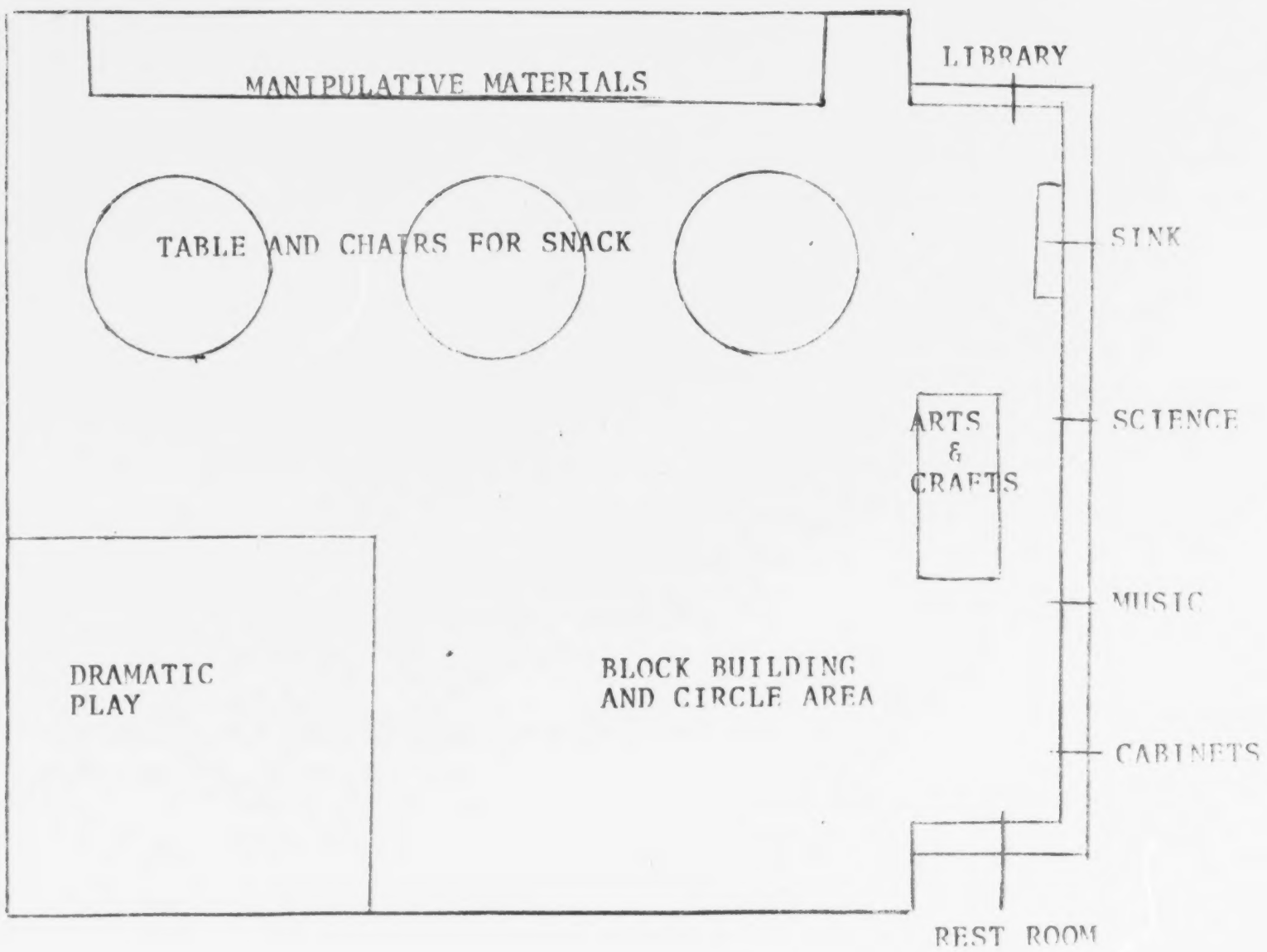
* * * * *

Another way of describing kindergarten organization is to describe interest centers in the room. Some interest centers may be:

1. Arts and crafts (near a source of water for simple cleanup).
2. Dramatic play center (a miniature playhouse with child-size furniture usually in a corner for a feeling of closeness).
3. Block building area (adequate floor space is necessary and some props such as trucks, and small people).
4. Manipulative materials center (includes table toys, puzzles, games, peg sets).
5. Library center (in a relatively quiet place with a listening center containing a tape recorder or phonograph with individual headsets if possible; books).
6. Music center (contains records, instruments).
7. Science center (may have an aquarium, terrarium, magnifying glass, magnets, etc.).

Bulletin boards can be designated for displaying children's work.

Following are several suggested room arrangements.


MANIPULATIVE MATERIALS
LIBRARY
TABLE AND CHAIRS FOR SNACK
SINK
ARTS
&
CRAFTS
SCIENCE
MUSIC
DRAMATIC
PLAY
BLOCK BUILDING
AND CIRCLE AREA
CABINETS
REST ROOM

## REPORTING TO PARENTS

Kindergarten is unique in that it is the beginning of the home-school relationship. If this relationship is built on mutual trust and understanding and parents are involved in the educational process, many of the problems commonly found in later school life can be avoided.

The first step in parent-teacher relationship is to show real appreciation of children by providing opportunities for them to be happy, desirable and achieving people. The teacher needs to help parents to see kindergarten as an extension of the opportunities offered at home, not as a substitute nor a competitor of the home.

There are various ways teachers can communicate with parents:

1. Parent-teacher conferences
2. Informal conversations
3. Informal notes
4. Telephone conversations
5. Home visits
6. Written reports

It is recommended that reporting to parents be handled as follows:

1. A general open house should be held as soon as possible after school begins. At this time, the general objectives of kindergarten should be outlined for the parents. Also, materials the children will use may be displayed.

2. Parent-teacher conferences should occur at least twice a year. These may be at any time during the year and may be requested by either parents or teacher. They may be scheduled before or after school, at lunch or on scheduled parent-teacher conference days.

3. Written reports should be made twice a year; once at mid-term and again at the end of the year. A copy should be made for the child's cumulative folder. These reports may be based on the teacher's observation of the child's activities and evaluation of a folder containing child's work. The reports would preferably be in a narrative form.

When reporting to parents, the teacher should share information regarding the child's:

Work and health habits
Growth--his level of performance
Intellectual learnings
Creative activities
Social behavior
Physical growth and
Special interests

Information contributed by the parent helps the teacher to understand the child better and to plan for his needs. Through an interchange of information and the pooling of experiences, parents and teachers gain an understanding of why the child learns and behaves as he does. This understanding will contribute to better parent-child-teacher relationships and assist all in understanding the child, his relationship with others and his progress.

## FACILITIES AND BASIC EQUIPMENT

The scope and content of children's interests vary as the year progresses; the nature of children's interests and their level of awareness may vary from day to day. Therefore, it is wise to select furniture and arrange spaces to permit maximum flexibility.

A basic kindergarten list for twenty-five children might include:

1. Children's Facilities
    a. Plastic or formica top tables - rectangular (approx. 4-6 each seats 4-6)
    b. Chairs (approx. 30) 8-14 in high
    c. Round tables (approx. 2 or 3)
2. Teacher's Facilities
    a. Desk
    b. Filing cabinet
    c. Adult chairs (approx. 2 or 3)
    d. Cabinet and drawers for storage of supplies and materials
    e. Adequate storage space for personal belongings.
3. General Facilities
    a. Low bulletin boards
    b. Book rack or shelves (stationary or on casters)
    c. Wastebaskets
    d. Clocks
    e. U.S. Flag
    f. Flannel board

4. Outdoor Equipment
    a. Horizontal ladder
    b. Jungle gym
    c. Large barrel
    d. Dome
    e. Sandbox
5. Movable Equipment
    a. Walking and balancing boards
    b. Sawhorses
    c. Folding screen
    d. Slide
    e. Rocking boat

# MATERIALS

## Teacher Supplies

Board liner
Chart rack
Ditto masters
Ditto paper
Erasers
Felt tip markers
Hole punch
Masking tape
Paper clips
Paper cutter
Paper fasteners
Plan book
Pointer
Rubber bands
Ruler
Scissors
Scotch tape
Sentence strip
Sponges
Stapler
Staples
Straight pins
String
Thumb tacks

## Art and Construction

All-purpose glue
Building blocks
Chalk(white and colored)
Clay
Crayons
Easels (double-adjustable)
Paint (finger and tempera)
Paint brushes (1",1/2" &2")
Paper (Construction)
  Finger paint
  Manila
  Newsprint
  Tissue
Paste
Paste jars
Pencils
Pipe cleaners
Scissors (blunt, at least 1/2 doz. some left-handed)
Tagboard
Tools for woodwork (where facilities are available: brace and bit
  clamps
  hammers
  nails
  pliers
  saw
  screwdrivers
  screws
Wood (may be used with all-purpose glue if woodworking facilities are not available)
Yarn

## Language Development

Alphabet Express
Association picture cards
Flannel board cut-outs
  Gingerbread Boy
  Goldilocks
  Little Red Riding Hood
  Three Billy Goats Gruff
  Three Pigs
Peabody Language Development Kit: P
See-Quees (Judy Co.)
  Three Pigs
  Goldilocks
  Gingerbread Boy
  Little Red Riding Hood

Scott-Foresman:
- First Talking Storybook Box
- Match and Check
- Sounds I Can Hear
- Talkstarters: At Store, At Zoo

Spatial Relationships Cards
Tape recorder

## Manipulation and Problem-solving (Numbers)

Abacus
Beads (wood or plastic)
Bead laces
Calendar
Clocks
Counting frames
Dominoes, large
Dominoes plaques
Flannel board
Flannel board cut-outs
Lacing boot
Lego blocks
Lincoln logs
Magnetic board
Magnetic shapes and figures
Match-mates
Pegboards
Pegs
Puzzles
Puzzle cabinet
Rig-a-jig
Sewing cards
Shape matching cubes
Tinker toys

## Music

Record player
Records (a collection of at least 20 including rhythms, songs, stories and exercises)
Rhythm instruments:
- 1 drum
- 1 tone block
- 2 bells
- 2 pr. finger cymbals
- 2 jingle clogs
- 2 pr. maracas
- 2 sand blocks
- 2 tambourines
- 5 pr. rhythm sticks

## Science

Aquarium
Magnets
Magnifying glass
Pet cage (removable bottom)
Prism
Seeds
Terrarium
Thermometer

## Social Studies

Doll
Doll clothes
Doll bed/cradle
Ironing board and iron

Kitchen: (Wooden if possible)
- Cupboard
- Range
- Refrigerator
- Sink
- Table and chairs
- Cooking set
- Luncheon set
- Flatware
- Cleaning set

- Mirror (full-length)
- Old clothes, shoes, hats
- Puppets
- Rocker
- Supermarket
- Telephone
- Train set
- Wagon

## Kindergarten

The kindergarten is an integral part of the total school program. Since the kindergarten may be the first break away from home for the child, it makes possible the gradual transition from the home to the school.

The kindergarten should provide opportunities for pupils to have experiences in group living and group learning. It should provide firsthand experiences for each child in which he gathers information about the physical, social, mental, and aesthetic worlds.

The kindergarten program should provide opportunities for each pupil to develop the basic skills and knowledge with which to learn.

### Evaluation

( ) 1. Kindergarten policy is made by the administration with the assistance of the primary teachers and approval of the board of education.

( ) 2. Articulation is provided among primary teachers.

( ) 3. Kindergarten policy is understood by parents, children, and teachers.

( ) 4. Objectives of the kindergarten are understood by parents and staff.

( ) 5. The kindergarten program is planned to meet the needs of the pupils.

( ) 6. The school has a philosophy developed for the kindergarten program.

( ) 7. The school has pre-enrollment and visitation by parents and incoming pupils.

8. The kindergarten teacher has the assistance of special personnel. (check)

( ) a. counselor

( ) b. speech therapist

( ) c. social worker

( ) d. psychologist

( ) e. nurse

( ) f. home visitor

( ) g. others _____

_____

_____

( ) 9. Experiences are varied to give the kindergarten pupil some acquaintance with the aesthetic, physical, and social world.

( ) 10. The kindergarten program is adjusted to the maturity level of each pupil.

( ) 11. The program provides the pupil with the opportunity to express ideas in different ways.

( ) 12. Each pupil is provided the opportunity for participation and leadership.

( ) 13. Each pupil is provided with opportunities to become better acquainted with his interest and ability.

( ) 14. Each pupil is provided with the opportunity to learn that he must accept responsibility.

( ) 15. Each pupil is given the opportunity to think and act for himself and to learn that he is responsible for his actions.

( ) 16. Activities are provided that lead to the development and practice of good health habits.

( ) 17. Opportunities are provided in the program for the development of the pupil's ability to accept manners, speech, grooming and behavior of other pupils and adults.

( ) 18. Each pupil is given instruction in the safe use of fire, matches, tools, sharp objects, etc.

( ) 19. Experiences are provided that lead to the knowledge and practice of traffic safety.

( ) 20. Provisions are made to help each pupil develop the proper attitudes toward his parents, teachers, brothers, sisters, and peers.

( ) 21. Experiences are provided to help each pupil develop emotional control.

( ) 22. Each pupil is provided with opportunities to differentiate between truth and falsehood at an elementary level.

( ) 23. The program is planned to develop the right concepts of ownership of property, trespassing, theft, and the responsibility of the finder of lost articles.

( ) 24. Pupils are helped in developing the right concepts of moral and ethical values.

( ) 25. Provisions are made to help each pupil develop the ability to accept the role of others in his group and the shifting of his own role.

( ) 26. Experiences are provided in learning to put away supplies and toys and to care for equipment.

( ) 27. Experiences are provided in learning to share toys and supplies with others.

( ) 28. The program provides opportunities for each pupil to begin to understand the purpose of the school.

( ) 29. Experiences lead toward realization that every freedom brings responsibilities.

( ) 30. Opportunities are provided to develop the understanding of the roles of teachers, principal, members of the family, and public servants in the community--policemen, postmen, garbage collectors, etc.

( ) 31. The board of education and administration provide monies in the school budget to carry on an adequate kindergarten program.

( ) 32. An adequate kindergarten room for the number of pupils has been provided.

( ) 33. Adequate storage space is provided for kindergarten materials.

( ) 34. Adequate toilet and lavatory facilities have been provided for the kindergarten pupils.

( ) 35. An adequate media center is provided for the kindergarten.

( ) 36. Suitable classroom furniture and equipment are provided for kindergarten pupils.

( ) 37. Suitable play area and equipment are provided for kindergarten pupils.

( ) 38. Suitable materials and supplies are provided for kindergarten pupils.

( ) 39. Provisions are made for music, art, and language development in the kindergarten.

( ) 40. Facilities are furnished for the care of live animals and plants.

List Needed Instructional Equipment

a.

b.

c.

d.

List Needed Instructional Materials

a.

b.

c.

d.

List the satisfactory features of the kindergarten program not reflected in the ratings.

a.

b.

c.

d.

List the unsatisfactory features of the kindergarten program not reflected in the ratings.

a.

b.

c.

d.

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b.

c.

d.

List the unsatisfactory features of the kindergarten program not reflected in the ratings.

a.

b.

c.

d.

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